



THE CORRELATION BETWEEN READING INTERNATIONAL JOURNAL ARTICLES ON ENRICHING THE UNIVERSITY EFL STUDENTS' ACADEMIC VOCABULARY

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ABSTRACT

The purpose of this research was to investigate the correlation of reading international journal articles on enriching students' knowledge of academic English vocabulary. This research used a quantitative method with correlation analysis and used non-random sampling to determine the sample from the population. The data of this research was obtained through questioner which consisted of 15 statements to collect the data of students' reading activity (X). Besides, the dependent variable (Y) was enriching students' knowledge of academic English vocabulary collected by using a test (multiple-choice) that consisted of 20 questions about vocabulary mastery knowledge. The participants of this research were 31 seventh-semester IAIN Bone students. Furthermore, the data collected was analyzed by using Pearson's correlation analysis with SPSS version 25. The result of this study showed that there was significant correlation between reading international journal articles in enriching university EFL students' academic vocabulary. It proved with the result of coefficient correlation test that showed the sig.(2-tailed) was $.000 < .05$ and the value of Pearson correlation was $.822$ that could be assumed it has large of degree of correlation. It also interpreted that H_0 was rejected and H_1 had accepted means there was a positive and significant correlation.

Keywords: *students, academic vocabulary, reading, international journal articles, enriching*

INTRODUCTION

Vocabulary mastery is a person's ability to understand and use words or terms in communicating (speaking, writing, reading, and listening) and to place those words into variously specified concepts. Someone who has many foreign language vocabularies will easily learn the language because mastery of the vocabulary helps one understand the language (Alqahtani, 2015). Therefore, when the students want to learn a foreign language, they must first learn the vocabulary of that language (Salawazo et al., 2020). Vocabulary is essential for comprehending almost all types of academic discourse (Yokubjonova, 2020). Given the significance of vocabulary, it is not surprising that students' vocabulary knowledge is assessed in a variety of contexts and for a variety of purposes, such as when using broad instruments to assess academic vocabulary knowledge to assign students to the appropriate language class (Pecorari et al., 2019). Interactive shared book reading is a potential method for speeding vocabulary understanding connected to content via adult-child communication (Pollard-durodola et al., 2017).

Cooper in Anjomshoa & Zamanian (2014) asserted that vocabulary is the most important component of reading. Because vocabulary is one of the most significant aspects impacting reading comprehension, and how well students grasp the material. Besides, reading abilities are one of the most significant parts of language skills in the quest to produce intelligent and creative future generations (Sari

et al., 2020). One of a teacher's missions in the learning process is to provide a method for enhancing students' knowledge. Indirect learning is a strategy for managing large-scale vocabulary acquisition (Naeimi & Foo, 2016). Learning new words in the context of extensive listening and reading is one example. Reading extensions is a great approach to expanding vocabulary and acquiring extensive exposure to the most common and important terms (Schmitt, 2015).

Numerous studies have shown that reading habits contribute to a person's degree of intellect; via regular reading, one may improve the capacity to comprehend science, study a variety of fields, and use this knowledge in real life. Reading is an interactive activity including inference, recognition, and comprehension of text (Kendeou et al., 2016). The success of the reading process is governed by characteristics such as reading attitude, reading goals, prior knowledge of the text, textual structure, and the reader's vocabulary knowledge and comprehension (Westerveld et al., 2020). Good readers automatically recognize and differentiate words (Akyol, 2014). However, if the readers have poor in word in vocabulary knowledge and comprehension, they will have difficulties with word recognition, which may cause the text to lose its meaning (Afzal, 2019). Therefore, vocabulary deficiency can undermine the primary aim of reading, which is comprehension.

Literacy reading is not just an ordinary reading but an activity that can build the culture itself (Lubis, 2021). Building a culture of literacy reading can be done through many things not only by reading books but can also utilize various media one of which is reading journals.

For academics who struggle in the academic field, it is often heard the term journal. Journal is a periodic publication containing several articles published periodically at certain intervals. Journals are usually published once a month, once every four months, once every six months, or once a year. For these types of journals, there are institutional journals, national journals, and international journals.

For final-level students familiar with international journals, they are required to get used to reading journals because to create scientific papers in the form of drafts, proposals, thesis, and dissertations requires a strong reference. In international journals, it is written using the official languages of the United Nations (Arabic, English, French, Russian, Spanish, and Chinese).

Based on the pre-observation, the writers found that many students complain about reading international journals because they did not understand what was written. Due to the position of English as a foreign language in Indonesia and its lack of use as a language in social life, students struggle to understand the content of the text due to a lack of vocabulary. There are many scientific vocabularies found in international journals that are rarely used in daily life. When readers find too many unknown words, they cannot access contextual and conceptual meanings, and understanding the text is impossible.

What they did then was for every unknown vocabulary word, they search for the meaning of the word, mark and record it, and then connect the words so that they can be understood. This process takes a long time, so they are slow to capture the content of the text. However, reading is one alternative way to add vocabulary repertory (Lawrence et al., 2021). Through international journal reading activities, students would get used to finding academic vocabulary so that their vocabulary was improved and they were able to integrate information, build scientific knowledge, and understand the reading (Nurdini & Marlina, 2017).

Referring to the explanation, the problem was possibly handled by providing an approach to it or by providing appropriate instructional. Therefore, some researchers have conducted research that related to the topic. The first research by Green (2020) that investigated about extensive reading and viewing as input for academic vocabulary. The results showed that by conducting a corpora research method the scope of students' vocabulary consistently showed about 95-98% at each frequency band, representing the input understood. The information provided by this study to teachers and researchers is that ER and EV are invaluable for the literacy required in English classes, that EV is potentially as good as ER in providing vocabulary input, and this is reliable.

Other researchers were Wasik et al. (2016) who conducted the research with titled "Book reading and vocabulary development: A systematic review." The research method was conducted by the researchers using review studies and meta-analysis. This study reviews high-quality empirical studies of

how the practice of reading books in early childhood results in improved vocabulary in children. The main objectives of this study were twofold: first, to separate the various ways of delivering effective book readings; and second, to identify the remaining questions about reading books and vocabulary learning. The findings revealed that six reading strategies were used: rereading texts, explicitly defining words, encouraging dialogue about book-related vocabulary through questions and discussions, retelling stories, using props, and engaging children in post-reading activities. Therefore, those strategies also helped the readers in vocabulary learning (Wasik et al., 2016).

Besides, Lipsky (2013) in his research about predicting students' vocabulary outcomes in linguistically diverse classroom with instruction and language complexity during storybook reading was founded there is a link between teachers' vocabulary instruction strategies and the complexity of language during reading storybooks and results in students' vocabulary. In addition, the influence of this teacher's practice on student outcomes may differ based on the student's initial level of vocabulary knowledge. Another researcher came from Widyawati (2017) with her research about mind-mapping to enrich the English vocabulary. The results showed that the use of mind mapping techniques influences the results of learning English vocabulary, this is evidenced from the t-test results at signification level $\alpha = 0.05$ obtained t count of 7.19 and t table 1.67.

Based on the previous studies, it could be concluded that applying a method, strategy, or media could have a significant impact and helped student in acquiring knowledge and enriched vocabulary. The distinguishes between the previous studies and this research lies on the strategy that used and the purpose of the research. In this study, the writers instructed to read international journal articles and investigated the correlation between reading international journal articles on enriching the university ELF students' academic vocabulary.

METHODS

This type of research is quantitative research using correlation analysis methods. The correlation method is research that involves the relationship of one or more variables with one or more other variable (MacKenzie, 2013). The form of relationship in this study is bivariate, which is a relationship that involves a free variable with one variable bound. Besides, the writers used Person's correlation to analyze the data. Pearson's correlation analysis is a statistical method used to measure the strength and direction of the relationship between two variables. It is based on the Pearson correlation coefficient, which is a measure of the linear correlation between two variables, ranging from -1 (perfect negative correlation) to 1 (perfect positive correlation), with 0 indicating no correlation. Pearson's correlation analysis is widely used in research and data analysis to explore the relationship between variables, identify patterns, and make predictions (Samuels, 2015).

In this study, there are two variables used namely free variable is the activity of reading international journal articles symbolized by the letter X, and the bound variables is an increase in knowledge of English vocabulary symbolized by the letter Y. The population for this study consists of all seventh-semester English education students at IAIN Bone. In addition, to acquire a sample that characterizes the population, this study employed a non-random sampling method, namely quota sampling, to select a sample from the population based on specified criteria until the quota is reached. The specific criteria were that they had previously read international journals and that they consented to be participants as sources of data and samples in this study. Therefore, the total number of participants was 31.

In addition, the primary data was collected from the observation in the form of questionnaires, and the secondary data referred to everything else such as books, journals, and documents relevant to the study. A questionnaire is a method of data collection conducted by giving a set of questions or in the form of a written statement for the respondent (Kuter et al., 2014). The form the questionnaire used in this study was a direct questionnaire with a checklist method. A live questionnaire is a questionnaire given and filled directly by the respondent, while the checklist method is a short question filled in by the respondent to be given a suitable mark on the place that has been provided. This poll measurement uses a Likert Scale which is a storied assessment of respondents' approval of statements through the answer options provided. As

follows the table of the questionnaire and the Likert Scale.

Table 1
The Questionnaire Grid

Aspects	Indicators	Number of Questions
Reading	Survey Articles	3
Activities	Skimming	3
	Scanning	3
	Selecting	3
	Skipping	3
Number of Questions		15

Table 2
Likert Measurement Scale

Choice of Answers	Answer Score
Strongly agree	5
Agree	4
Doubt/Neutral	3
Disagree	2
Strongly disagree	1

Besides, the writers utilized an objective test type (multiple choice) with absolute response criteria, meaning a score of 1 for the right answer and a score of 0 for the incorrect answer, to assess vocabulary knowledge. This objective test is used because it is more practical in both implementation and examination, and its evaluation is more objective. The following vocabulary mastery instruments are limited to passive receptive vocabulary mastery. The total number of items is 20.

Table 3
Vocabulary Mastery Knowledge Test Grid

Types of Mastery	Indicator	Question Item Number	Number of Questions
Passive Receptive	1. Choose the meaning of the word according to the actual word	1,2,3,4,5	5
	2. Choose a word that matches the description of its meaning	16,17,18, 19,20	5
	3. Choosing synonym	6, 7, 8, 9, 10	5
	4. Choosing antonym	11,12,13, 14,15	5
Number of Questions			20

In analysis the data, this study used SPSS as a tool to analyze normality, linearity and the correlation. The normality test aimed to find out whether the data obtained from each variable was normal or not (Khatun, 2021). In this study, the normality test used was the Kolmogorov-Smirnov test. Besides, the linearity test aimed to find out whether free variables and bound variables have linear relationships or not (Fox, 2016). The methods for testing linearity in this study was scatter plots. The correlation test is to assess the strength and direction of the linear relationship between two variables (Samuels, 2015). For the analysis, this study used Pearson correlation coefficient for testing correlation between variables.

FINDINGS AND DISCUSSION

Findings

The writers performed data collection instruments using questionnaires to look at students' activities in reading international journal articles and conducted multiple-choices test to assess the students' academic vocabulary. The reading activities of the English Education Department seventh students could be known based on the results of a questionnaire analysis in the form of a Google form link that was distributed to students in virtually 31 participants. The result of the questionnaire based on the indicators of the questionnaire grid with using scale Likert was explained as below:

1. Indicator: Survey

The statements of this indicator were:

“I always survey international journal articles to check the criteria of the journal that I want”

From this statement, there were 15 students answer strongly agree with 48.49% and 10 students answer agree with 32.26%.

“I always read the title of international journal articles before going to the website”

From this statement, most of students were 18 students answered agree with 58.06%.

“I always read certain parts such as reading abstracts, introductions, or conclusions to get an overview of the contents of the international journal article”

From this statement, most of students were 20 students answered agree with 64.52%.

2. Indicator: Skimming

The statements of this indicator were:

“I never read a research journal article in its entirety if it was just to understand the entire text of an international journal article”

From this statement, most of students were 14 students answered agree with 45.16%.

“I always read the important points that exist in international journal articles”

From this statement, most of students were 15 students answered agree with 48.39%.

“Usually the main idea of reading international journals is at the beginning of paragraph, middle or end”

From this statement, most of students were 19 students answered agree with 58.06%.

3. Indicator: Scanning

“Usually I focus on one-word object to find the information I need”

From this statement, most of students were 15 students answered agree with 48.39%.

“Ctrl-F on the computer helped me to find the word information that is in the international journal article”

From this statement, most of students were 16 students answered agree with 51.61%.

“I don't need much time to find information in the form of dates, years, names of experts, etc.”

From this statement, most of students were 14 students answered agree with 45.16%.

5. Indicator: Selecting

“I always select the title of international journal articles on the Internet before downloading them”

From this statement, most of students were 16 students answered strongly agree with 51.61% and agree 29.03% (9 students).

“I always read the title sections of relevant research articles according to the title of my research”

From this statement, most of students were 12 students answered strongly agree with 38.71% and agree 41.94% (13 students).

“Usually I only read the parts of international journal articles that I need information”

From this statement, most of students were 18 students answered agree with 58.06%.

6. Indicator: Skipping

“I always skip over parts of international journal articles that do not contain the information I need”

From this statement, most of students were 17 students answered agree with 54.84%.

“I often overlook parts that I don't think are very important to read”

From this statement, most of students were 10 students answered agree with 32.26%, and strongly agree 19.35% (6 students).

“If the piece of writing read is not relevant to the required information, then I will skip over that section and continue the next reading section”

From this statement, most of students were 17 students answered agree with 54.84%.

Referring to the result of the questionnaire, it could be seen that students have positive responses to the statements given. Besides, the data obtained by each students could be described in the following percentage table:

Table 4
Frequency and Percentage of Student Reading Activity Against International Journal Articles

No	Interval	Description	Reading Activity	
			Frequency	Percentage
1	64-75	Very Good	5	16.13%
2	52-63	Good	19	61.29%
3	40-51	Fair	7	22.58%
4	28-39	Poor	0	0%
5	28-39	Very Poor	0	0%
Total			31	100

From the table, it could be known that the students' reading international journal articles were average good where there were 19 students or 61.29% of total students. Besides, there were 5 students or 16.13% who had very good and 7 students or 22.58% who had fair in it. The data proved that average students applied the aspects of reading activities (survey, skimming, scanning, selecting and skipping) in reading international journal articles.

Besides, to know the mastery of academic vocabulary knowledge of English students, it was first done, including validity and reliability analysis for the instrument (multiple-choice test). In validity test, the instrument analyzed by using Pearson Bivariate in SPSS 21. The result from the analysis shown that most of the question items were valid where $r\text{-value} (R_{xy}) > r\text{ table} (.355)$.

Following the determination of validity, the data was continued for a reliability test. The test results through SPSS 25 found the alpha value was .907, as determined by the analysis. This value was then

compared to the apostle value with $N = 31$ and sought in the distribution of the r-table significance of 5%, yielding r-table .355. As a result, Alpha Cronbach's alpha is $.907 > r\text{-table } .355$, indicating that the multiple-choice question item is reliable as a data collection tool. In addition, as follows the students' score obtained from the multiple choices test:

Table 5
Multiple-Choice Test Frequency and Percentage

Interval	Description	F	Percentage
81-100	Very Good	21	67.74%
61-80	Good	5	16.13%
41-60	Fair	3	9.68%
21-40	Poor	0	0%
0-20	Very Poor	2	6.45%
Total		31	100%

This table revealed that 21 students (67.74%) had very good multiple-choice test results; 5 students (16.13%) had good multiple-choice test results; 3 students (9.68%) had moderate multiple-choice test results; and there were no students (0%), who had poor multiple-choice test results, and 2 students (6.45%), who had very poor multiple-choice test results. This demonstrated that students performed very good on multiple-choice tests, including the reading of international journal articles.

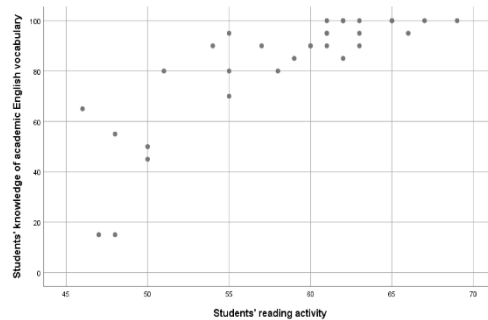
Subsequently, to know the correlation between two variables, the first step was to analyze the normality and linearity of the variables. In a normality test, if the Sig. Value is greater than .05, the data could be normally distributed, and vice versa if the Sig. Value is less than .05. The data was analyzed by using Kolmogorov-Smirnov test. As below the result:

Figure 1
One-sample Kolmogorov-smirnov Test

		Unstandardized Residual
N		31
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	13,32270532
Most Extreme Differences	Absolute	,137
	Positive	,088
	Negative	-,137
Test Statistic		,137
Asymp. Sig. (2-tailed)		,148 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

According to the analysis, the test result showed that the significance value of Asimp.Sig(2-tailed) was $.148 > .05$. So that it was in accordance with the basis for decision making in the Kolmogorov-Smirnor normality test above, it could be concluded that the data was normally distributed. Thus, the statement of normality in the regression model has been fulfilled. In a linearity test, the data was tested to investigate the relationship between the dependent (X) and independent (Y) variables. The methods for testing linearity in this study was scatter plots. As below the result:

Figure 2
Linearity Test Scatter Plots



Based on the analysis, the data revealed a clear pattern of plotting where the plotting formed a straight line from bottom left to top right. This showed that there was a linear and positive relationship between the variables X and Y.

The result of linearity also could be seen in this figure below:

Figure 3
Linearity Test
Anova

			Sum of Squares	df	Mean Square	F	Sig.
Students' knowledge of academic English vocabulary *	Between Groups	(Combined)	15004,704	17	882,630	8,320	,000
		Linearity	11059,037	1	11059,037	104,242	,000
		Deviation from Linearity	3945,668	16	246,604	2,324	,066
	Within Groups		1379,167	13	106,090		
	Total		16383,871	30			

Based on the analysis, the data revealed a value of .066, indicating that the value was greater than .05. It could be concluded that there was a linear relationship in significance between both variables.

Furthermore, the correlation between reading international journal articles on enriching university EFL students' academic vocabulary was analyzed by using Person's correlation. The basis for decision making in bivariate Pearson correlation analysis is by looking at the significance value (2-tailed). If the value of Sig.(2-tailed) < 0.05 then there is a correlation between the connected variables. Conversely, if the value of Sig.(2-tailed) > 0.05 then there is no correlation. The result of the analyze as follow:

Figure 4
Coefficient Correlation Test

		Students' reading activity	Students' knowledge of academic English vocabulary
Students' reading activity	Pearson Correlation	1	.822**
	Sig. (2-tailed)		.000
	N	31	31
Students' knowledge of academic English vocabulary	Pearson Correlation	.822**	1
	Sig. (2-tailed)	.000	
	N	31	31

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the output above, it was known that the sig.(2-tailed) value between reading international journal articles (X) on enriching students' academic vocabulary (Y) was $.000 < .05$, which means there was a significant correlation between the two variables. Besides, the values of correlation showed $.822$, it could be assumed that degree of correlation of two variables was large.

Discussion

The description of the data collected in the questionnaire statement and multiple-choice test as explained in the previous section showed that the activity of reading the student's international journal article on enriching the knowledge of the student's academic vocabulary had a significant relationship.

This was supported by the data collected that the questionnaire instrument had 15 statement items. In the first statement several students chose to agree, namely 10 students or 32.26%, the second statement was 18 students or 58.06% who chose to agree, the third statement was 20 students or 64.52% who chose to agree, the fourth statement was 14 students or 45.16% who chose to agree, the fifth statement 15 students or 48.39% who chose to agree, the sixth statement of 18 students or 58.06% who chose to agree, the seventh statement 15 students or 48.39% who chose to agree, the eighth statement of 16 students or 51.61% who chose to agree, the ninth statement was 14 students or 45.16% who chose to agree, the tenth statement of 16 students or 51.61% who chose to strongly agree, the eleventh statement of 13 students or 41.94% who chose to agree, the twelfth statement of 18 students or 58.06% who chose to agree, the thirteenth statement of 17 students or 54.84% who chose to agree, the fourteenth statement of 10 students or 32.26% who chose to agree, the fifteenth statement of 17 students or 54.84% who chose to agree. The data showed that many students gave a positive response to the statements given.

From the description, it could be assumed that the frequency and percentage of students' reading activity of international journal articles average had good techniques in it where there were 19 students or 61.29% of the total students. Westerveld et al. (2020) asserted that the success of the reading process is governed by characteristics such as reading attitude, reading goals, prior knowledge of the text, textual structure, and the reader's vocabulary knowledge and comprehension. In this study, one of the statements of the questionnaire is "Usually I focus on one-word object to find the information I need". From this statement, there were many students answered agree with 48.39% or 15 students. It showed that they have reading goals, so they would get the information what they need.

Besides, the statement "I always read certain parts such as reading abstracts, introductions, or conclusions to get an overview of the contents of the international journal article", proved that the extensive reading was need to reading the interesting part of the text. As a result, the activity unconsciously providing vocabulary input. It was supported by Green (2020) in his research that ER and EV are invaluable for the literacy required in English classes, that EV is potentially as good as ER in providing vocabulary input, and this is reliable.

In addition, in reading international journal articles, most of the students did selecting. They always selected the title of the article before downloading (strongly agree 51.61%), read the title sections that relevant to their reading goals (agree 41.94%) and just read the parts of journal that they need (agree 58.06%). The use of mind mapping techniques influences the results of learning English vocabulary (Widyawati, 2017).

Then in the multiple-choice instrument with 20 items, the validity and reliability were tested first to see the accuracy and consistency of the multiple-choice question items, in this case, the writers used Software Statistical Product and Service Solution (SPSS) version 25.

Based on the results of the validity test carried out based on the decision making, that if the value of r count was greater than r table = 0.355 with the number $N = 31$, then the item was said to be valid. Therefore, seeing the validity test results, there was only 1 item that was invalid, and 19 other items were valid, meaning that most of the questions on multiple-choice questions were said to be valid and could be used as a data collection tool. Furthermore, the reliability test was based on the decision making that if Cronbach's alpha > r table then the questionnaire was said to be reliable or consistent. Based on the output results in the reliability test of the question, it was known that the Cronbach alpha value = 0.907 > r table = 0.355, meaning that the items in multiple-choice questions could be said to be reliable or reliable as a data collection tool.

The results obtained by each student in the multiple-choice test, namely from 31 respondents 21 students or 67.74%, there were 5 students or 16.13% who had good multiple-choice test results, 3 students or 9.68% who had multiple-choice test results who were reading moderate, then there were no students or 0% who had poor multiple-choice test results, and 2 or 6.45% who had very poor multiple-choice test results. This showed that students had excellent multiple-choice test results in reading international journal articles.

In the correlation analysis, the first step was to analyze the normality and linearity of the variables. The normality test used was one sample Kolmogorov-Smirnov with a significance level of > 0.05, based on the results of the data on the normality test that the significance value of .148 is greater than 0.05 (sig .148 > 0.05), so it could be seen that the data tested was normally distributed.

Linearity test to determine the relationship between variable X and variable Y, with the value of Sig. deviation from linearity > .05, based on the results of the data on the linearity test the significance value obtained was .066 greater than .05 (sig. .066 > .05), which means that there was a significant linear relationship between the variable reading activity of international journal articles by enriching students' vocabulary knowledge. In the linearity test, the results of the analysis of each student showed a good relationship with the activity of reading international journal articles in enriching students' academic vocabulary, namely, of the 31 students tested there were 29 students who showed good reading activity and the results of the multiple-choice test, and 2 students who showed reading activity and the results of the multiple-choice test were not good. This proved that most of the students showed good results, so the activity of reading international journal articles to enrich students' academic vocabulary knowledge had a relationship. It also was proved by the analyzing of Pearson's correlation analysis where the value between reading international journal articles (X) on enriching students' academic vocabulary (Y) was .000 < .05. Besides, the result of correlation showed score .822 that means it has degree of correlation was large and another definition it could be said as high positive correlation (MacKenzie, 2013).

Referring to the explanation, the reading activity of international journal articles had a correlation with enriching students' academic vocabulary. Therefore, it could help students in making scientific papers in the form of drafts, proposals, a thesis, or dissertations for their academic assignments and for requiring a strong reference. Besides, reading international journal articles could help students to be familiar with academic words, had good reading technique and surely enriched their vocabulary. Therefore, to enrich the vocabulary of English especially academic vocabulary, the teacher could use the reading method using international journal article media to their students. It was supported with the research by Lipsky (2013) that explained there is a link between teachers' vocabulary instruction strategies and the complexity of language during reading and results in students' vocabulary.

CONCLUSION

This study investigated the correlation between reading international journal articles on enriching students' academic vocabulary. The findings show that the result of the coefficient correlation test the sig. (2-tailed) was $.000 < .05$ and the value of Pearson correlation is $.822$ which can be assumed it has a large degree of correlation. Besides, most of the students give positive responses to all the statements about reading activities of international journal articles.

In reading activities, there are some techniques that the students apply before and during reading. They are surveying, skimming, scanning, selecting, and skipping. Therefore, they can get the information that they need. In addition, international journal articles help them in making scientific papers such as drafts, proposals, or theses. It also helps them to be familiar with academic words and enrich their academic vocabulary. It is shown by the result of the test that there are 21 students got 81-100 and 5 students got 61-80 from 31 total students. Thus, the interpretation of this study stated that H_0 is rejected and H_1 has accepted means there is a positive and significant correlation.

Furthermore, one of the successes of the learning process relies on the teachers. Using strategy, method or media can be one of the best ways to use in teaching. In this case, they can use reading international journal articles to teach their students about academic vocabulary. Besides, this study is expected to be a reference to develop strategies in language teaching.

In addition, the results of this study are expected to help students to enrich their vocabulary repertory, as well as provide an opportunity for students to get used to reading scientific writing references that will later be useful to themselves in the academic field.

Besides, for other researchers, this study can be a resource to find new issues for new insight. The other researcher can also use it as a reference and can make research regarding this topic with qualitative research so that the result can be compared using different methods.

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