

# Enhancing English Reading Literacy Skill for Javanese Native Speakers: The Predictive Role of Conceptual Scored Vocabulary in Voyager Passport Method

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## ABSTRACT

English reading literacy skills play a crucial role in the academic and professional success of individuals, including Javanese native speakers. This study aims to examine the predictive role of Conceptual Scored Vocabulary in the Voyager Passport Method for enhancing English reading literacy skills among Javanese native speakers. This research is classified as experimental research, with a sample of seventh grade students. The present study employed a quasi-experimental design with random sampling as the sampling method, utilizing two groups pre-post-test. The data collection design employs pre and post-tests administered to both the control and experimental groups. Finally, the collected data was subjected to quantitative analysis using SPSS software. This research result is concluded that Voyager Passport Method can enhance the English reading literacy skill of Javanese Natives Speakers. The findings suggest that the Voyager Passport Method can be an effective instructional approach tailored to the specific needs of Javanese native speakers.

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## 1. INTRODUCTION

The ability to read and write is a fundamental skill, yet many children around the world still lack sufficient opportunities to acquire it. In today's rapidly changing society, where written language competence is increasingly essential, it is crucial for schools to effectively teach literacy skills to all children. In many countries, challenges such as limited time spent in school and a shortage of qualified teachers hinder this goal (Tursunovich, 2022). However, even in nations where children attend school for several years and have access to teachers, significant issues persist. The rise of the "information society," driven by the expansion of the internet, has resulted in a dramatic increase in informational activities. Consequently, a growing number of people worldwide need advanced literacy skills to effectively locate, evaluate, interpret, and produce information (Fonseca et al., 2018).

English reading literacy skills play a crucial role in the academic and professional success of individuals, including Javanese native speakers (Zein et al., 2020). As English continues to be a global language of communication and a key requirement in various domains, it is essential for Javanese native speakers to develop strong reading literacy skills in English. However, language and cultural

factors can influence the reading proficiency of Javanese native speakers, making it necessary to explore effective instructional approaches tailored to their specific needs (Lee et al., 2019).

One innovative approach that shows promise in enhancing English reading literacy skills is the Voyager Passport Method. This method provides a structured framework for engaging students in reading activities that promote language acquisition, comprehension, and critical thinking skills. By immersing students in a virtual journey and incorporating diverse reading materials and activities, the Voyager Passport Method aims to create an engaging and interactive learning environment for Javanese native speakers to develop their English reading literacy skills (Briñas-Gomez, 2018).

In addition to the Voyager Passport Method, another key factor that can contribute to the enhancement of English reading literacy skills is Conceptual Scored Vocabulary (CSV). CSV is an instructional approach that focuses on teaching vocabulary through conceptual relationships, emphasizing the interconnectedness of words and concepts. By organizing words into clusters or semantic fields and assessing students' depth of understanding, CSV aims to develop a comprehensive and interconnected understanding of vocabulary (Jones et al., 2019).

However, despite the potential benefits of the Voyager Passport Method and CSV in enhancing English reading literacy skills, there is a need to investigate the predictive role of CSV within the context of the Voyager Passport Method for Javanese native speakers (Wanzek et al., 2020). Understanding the extent to which CSV can predict improvements in English reading literacy skills among Javanese native speakers within the Voyager Passport Method can provide valuable insights for educators and curriculum developers.

Several previous studies have stated that vocabulary knowledge, especially those measured conceptually, plays a crucial role in the acquisition of reading literacy abilities. Research by (Ha, 2021) emphasizes the importance of receptive vocabulary knowledge in listening to and understanding reading in a second language (L2). It suggests that receptive vocabulary understanding is key in second language acquisition, which is relevant for native Javanese speakers learning English. (Hwang et al., 2020) highlighted the benefits of conceptually scored vocabulary measures for assessing English language and literacy skills in Spanish-speaking learners. This suggests that the conceptually scored vocabulary approach can be applied to various language groups and may also be beneficial for native Javanese speakers. Later, (Kavé, 2024) emphasized the importance of vocabulary change during adulthood and considered methodological aspects in vocabulary studies. This is relevant for developing effective teaching strategies for adult learners.

Furthermore, (Mancilla-Martinez et al., 2020) explored the assessment of lexical skills through conceptual assessment in preschool children to determine language development. This provides insight into how conceptual vocabulary assessment can be applied at different ages. (Anaya et al., 2018) discussed the usefulness of conceptual vocabulary assessment for bilingual children in the context of vocabulary testing. This shows the relevance of this approach for native Javanese speakers who may also be bilingual. (Lund et al., 2020) demonstrate the relationship between conceptual print knowledge and conceptual vocabulary, offering insights for interventions in conceptual vocabulary teaching. This is important for teaching strategies that focus on improving reading literacy.

Previous research shows the importance of vocabulary knowledge and conceptual approaches in developing English reading literacy skills, yet there is a lack of research investigating the predictive role of Conceptually Scored Vocabulary (CSV) in the context of the Voyager Passport Method specifically for native Javanese speakers. While the Voyager Passport method has been shown to be effective in improving reading literacy through its structured and interactive approach, and CSV has shown benefits in teaching vocabulary in greater depth, the combination of these two approaches has not been thoroughly explored. The lack of research examining how CSV in the Voyager Passport method can affect the English reading literacy skills of native Javanese speakers creates a significant knowledge gap.

Therefore, this study aims to examine the predictive role of Conceptual Scored Vocabulary in the Voyager Passport Method for enhancing English reading literacy skills among Javanese native

speakers. By investigating the relationship between CSV, as a teaching approach, and the improvement of reading literacy skills within the Voyager Passport Method, this study seeks to contribute to the development of effective instructional strategies and materials that address the specific needs of Javanese native speakers. The findings of this study have the potential to inform educational practices and curriculum design to better support Javanese native speakers in their English reading literacy development.

## 2. METHODS

### 2.1 Research Design

The present investigation was categorized as experimental research project. The evaluation of the effects of experimental treatments is facilitated by the design of experimental research (Creswell, J., 2018). Experimental research may be conducted in a laboratory, a classroom, or a field. This work employed students as the target demographic for the experimental research carried out within the classroom setting. To assess the dependability of any inferences that could be derived from the data, the researcher chose a particular design. The methodology employed in this study was quasi-experimental research. The research's quasi-experimental design allowed for the manipulation of conditions in the teaching and learning process. Following the administration of therapies to the experimental group, the researcher analyzed the resulting changes in the academic performance of the students in comparison to the control group. Furthermore, the control group was provided with instructions without implementing the treatment.

### 2.2 Research Subject

This study focused on the seventh-grade pupils assigned to SMPN 1 Klaten and SMPN 2 Klaten. Hence, the population was determined to consist of students from SMPN 1 Klaten and SMPN 2 Klaten. This study employed a two-group pre-post-test design, as quasi-experimental research requires a minimum of two groups to systematically compare the results at the end of the study. The method of sampling used in this study is random sampling. Random sampling is a statistical method employed in research to systematically choose a sample that accurately represents a broader population. The process entails the selection of individuals or things for the sample in a manner that guarantees every member of the population an equitable opportunity to be included. In order to ensure equal opportunity for every population to be included in the sample, the seventh grade will be selected at random from each school. Thus, the instructional class at SMPN 1 Klaten was designated as the experimental class, while the control class at SMPN 2 Klaten was evaluated using the non-gamified evaluation approach. Presented below is the data pertaining to the overall student count within each group.

**Table 1.** Students' Total Number

No	Class	Student Number
1	SMPN 1 Klaten Class Group	31
2	SMPN 2 Klaten Class Group	30

### 2.3 Research Procedure

This research involves administering distinct speech evaluations to both classes for the pre-test and post-test of each individual aspect covered. The research meeting consists of four sessions, each focusing on various texts taught utilizing the voyager passport approach. Detailed explanation procedures for each meeting are outlined below.

#### Meeting 1:

1. Introduction and Icebreaker:
  - a. Both the experimental and control groups were administered a pre-test.
  - b. Experimental and Control Group: Introducing the material and passage they are going to read and its objectives to the students.

2. Vocabulary Building:
  - a. Experimental and Control Group: Introduce a set of key vocabulary related to English reading literacy.
  - b. Experimental Group: Engage students in vocabulary activities such as word associations, matching games, or flashcard drills.
3. Reading Aloud:
  - a. Experimental and Control Group: They are given a Cinderella short story.
  - b. Control Group: Asking them to answer questions related to the story in a piece of paper.
  - c. Experimental Group: Model fluent and expressive reading by reading aloud to the students.
  - d. Experimental Group: Encouraging students to follow along and engage in discussions about the story.

**Meeting 2:**

1. Reading Comprehension:
  - a. Experimental and Control Group: Introducing reading comprehension strategies, such as predicting, visualizing, and making connections.
  - b. Experimental and Control Group: Providing students with "The Red Raincoat" short passage.
  - c. Control Group: Asking them to answer questions related to the story in a piece of paper.
  - d. Experimental Group: Guiding students in applying the comprehension strategies to understand and interpret the text.
2. Guided Reading:
  - a. Experimental and Control Group: Dividing students into small groups.
  - b. Experimental and Control Group: Providing each group with a levelled reading text appropriate for their reading abilities.
  - c. Control Group: Asking each group to answer questions related to the story in a piece of paper.
  - d. Experimental Group: Facilitating guided reading sessions, where students take turns reading aloud and discussing the text with their group members.

**Meeting 3:**

1. Phonics and Word Recognition:
  - a. Experimental and Control Group: Introducing phonics rules and word recognition strategies.
  - b. Experimental Group: Providing opportunities for students to practice decoding and recognizing words in context by asking them reading it aloud with their friends and the teacher gives spoken questions to the group.
2. Independent Reading:
  - a. Experimental and Control Group: Allocating 10 minutes for independent reading.
  - b. Experimental and Control Group: Students can select texts of their choice from a variety of levelled reading materials in their textbooks.
  - c. Control Group: Asking them to answer questions related to the story in a piece of paper.
  - d. Experimental Group: Asking them one by one to retell the story they have read.

**Meeting 4:**

1. Reading Fluency:
  - a. Experimental and Control Group: Introducing techniques to improve reading fluency, such as repeated readings and timed readings.
  - b. Experimental and Control Group: Providing students with short entitled "It's All the Cat's Fault!" to practice reading fluently.
2. Reading Response and Reflection:

- a. Experimental and Control Group: Engaging students in discussions and reflection activities related to the texts they have read throughout the sessions.
- b. Experimental Group: Encouraging students to share their thoughts, opinions, and connections to the texts.
- c. Control Group: Asking them to answer questions related to the story in a piece of paper.
- d. Experimental and Control Group: Giving both groups post-test.

## 2.4 Data Collection Technique

For this study, data was collected via a pre and post-test administered to both the control and experimental groups. The test comprised a sequence of questions or exercises accompanied by supplementary assessments employed to evaluate the knowledge, skills, abilities, or talents of an individual or group. This study outlines the process of implementing identical teaching strategies in both experimental and control group classrooms, establishing research tools and administering test instruments using the suitable assessment technique, and subsequently conducting post-tests on both groups (control and experimental) to identify initial differences in reading literacy scores. The test administered consisted of 30 questions. The indicator score is derived from the reading literacy abilities score reported in the Programme for International Student Assessment (PISA). The reading literacy component of the PISA dataset includes items or texts that pertain to cognitive processes such as information retrieval, comprehension, evaluation, and reflection. The dimensions and indicators of reading literacy skills adapted from (Ertem, 2020) are in the following.

**Table 2.** Indicators of Reading Literacy Skill

No	Dimensions	Indicators	Number of Questions
1	Source of information	Ability to identify reliable sources of information in the passage;	3
		Evaluation of the relevance and accuracy of sources in relation to the reading material;	3
		Utilization of diverse sources to gather information and support arguments.	3
2	Organization and Navigation	Proficiency in effectively scanning and skimming texts to locate specific information;	2
		Demonstration of understanding text structures, including headings, subheadings, paragraphs, and formatting features, to comprehend the organization of information;	3
		Skill in using navigational aids, such as tables of contents, indexes, glossaries, and hyperlinks, to access relevant information within a text.	2
3	Format	Competence in understanding non-linear texts, including maps, infographics, and multimedia presentations;	3
		Application of strategies to extract information from different formats, such as making inferences from visual representations or understanding the purpose of specific formatting choices.	4
4	Type	Ability to analyze and interpret texts critically, considering the author's purpose, tone, bias, and intended audience.	7
Total			30

## 2.5 Data Analysis Technique

Once the complete research study procedure (pre-test, post-test) had been successfully completed, the collected data was examined and conclusions were derived. Quantitative analysis of the data was conducted using SPSS software (Creswell. J., 2018). The employed analytical approach has two components: instrument testing and data analysis. The objective of this instrument test is to ascertain the validity and reliability of the instruments. Therefore, the tests conducted were specifically designed to assess their validity and reliability. Furthermore, to differentiate between gamified and non-gamified speaking assessment, the data was evaluated using (1) descriptive analysis to overview the entire collected data, (2) normality test to ascertain the normal distribution of the data for the hypothesis test approach, and (3) hypothesis test to determine the acceptance of the hypothesis.

## 3. FINDINGS AND DISCUSSION

### 3.1. Score Results

The score analysis in this study is derived from the pre-test and post-test administered to the control and experimental groups, focusing on characteristics such as source, organization and navigation, format, and type.

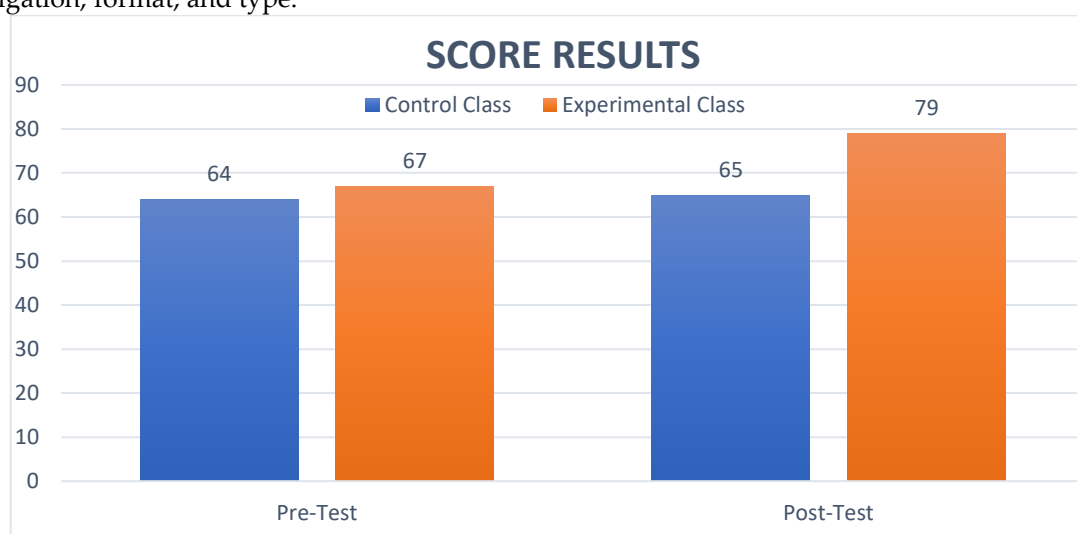


Figure 1. Score Result Graph

The graphic above presents the enhancement between the pre-test score and post-test of control class. The mean of control class's pre-test is 64 while the post-test only increases one point becoming 65; while the increase of the experimental class remains higher from 67 to 79.

### 3.2 Instrument Test

#### 3.2.1 Validity Test

An assessment of validity is likely the most crucial test in the development of any measurement instrument for educational research. Validity can be defined as the extent to which a test accurately assesses what it claims to measure (Sürücü and Maslakçı, 2020). The statistical analysis of our research design will be devoid of significance if the researchers fail to accurately measure the intended variables. Findings are considered valid if they exceed the critical value of r-table.

**Table 3.** Validity Test Results

		Tests of Normality					
		Kolmogorov-Smirnova			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Results	Control Pretest	.152	31	.365	.918	31	.021
	Control Posttest	.140	31	.235	.922	31	.027
	Experimental Pretest	.107	30	.250*	.936	30	.069
	Experimental Posttest	.154	30	.268	.903	30	.010

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The data in table 3 indicates that the cumulative scores for the validity test results are 0.365, 0.235, 0.250, and 0.268. Based on the obtained r-table value of 0.231, it may be inferred that all instrument tests are valid.

### 3.2.2 Homogeneity Test

A homogeneity test is a statistical test used to determine whether the variances of two or more groups or samples are equal or homogeneous (Brugnara et al., 2020). The homogeneity test assesses whether there are significant differences in the variability or dispersion of data among different groups or populations. It helps researchers determine if the assumption of equal variances holds, which is often required for certain statistical tests.

**Table 4.** Homogeneity Test Results

		Test of Homogeneity of Variance			
		Levene			
		Statistic	df1	df2	Sig.
Result	Based on Mean	.880	3	118	.454
	Based on Median	.929	3	118	.429
	Based on Median and with adjusted df	.929	3	116.042	.429
	Based on trimmed mean	.893	3	118	.447

The reliability test result displayed in table 4 indicates a total score of 0.454. The identification of an r-table value of 0.231 leads to the conclusion that all instrument tests exhibit homogeneity.

### 3.2.3 Hypothesis Test

A paired sample t-test is a statistical test specific to two paired samples. Paired samples refer to the same patient who undergoes distinct therapy. The present test model is employed for the analysis of the research model both pre and post. This test operates on the fundamental assumption that the observation or investigation for each pair must be conducted under identical circumstances. The difference in means must follow a normal distribution. The criterion for determining whether to accept or reject  $H_a$  in this test is as follows.

1. If the test statistic is more than 0.05, the null hypothesis ( $H_0$ ) is accepted or the alternative hypothesis ( $H_a$ ) is rejected.
2. If the null hypothesis ( $H_0$ ) is less than 0.05, the null hypothesis ( $H_a$ ) is accepted.

**Table 5.** Hypothesis Test Results

		Group Statistics				
	Class	N	Mean	Std. Deviation	Std. Error Mean	
Result	Control Posttest	31	67.6774	14.15718	2.54270	
	Experimental Posttest	30	79.2333	15.92154	2.90686	

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	Lower	Upper
Result	Equal variances assumed	1.690	.199	-2.998	59	.004	-11.55591	3.85450	-19.26875	-3.84308	
	Equal variances not assumed			-2.992	57.701	.004	-11.55591	3.86202	-19.28744	-3.82439	

Table 5 indicates that the significance value of the first pair is less than 0.05, leading to the conclusion that there is significant different in control and experimental classes in English reading literacy skills for Javanese native speakers. It is shown that the Conceptual Scored Vocabulary in Voyager Passport Method will improve the English reading literacy skill of students.

### Discussion

Voyager Passport is an all-encompassing intervention program designed for pupils in kindergarten through fifth grade who exhibit challenges in acquiring proficient reading skills (Wanzek et al., 2019). An easy-to-deliver, integrated teaching routine, Voyager Passport effectively incorporates the five important components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) (Jones et al., 2019). The lesson design utilizes scientifically grounded research ideas and presents teaching in a defined protocol structure. Engaging subjects and text, whether narrative or expository, that facilitate the development of critical domain knowledge serve to ignite student attention (Hall et al., 2022).

Given the increasing global significance of the Utilisation of the English language for communication across various fields, it becomes crucial for individuals who are native speakers of Javanese to cultivate strong reading proficiency in English (Zein et al., 2020). However, it is important to acknowledge that language and cultural factors can impact the reading abilities of Javanese native speakers, necessitating the exploration of effective teaching approaches tailored to their specific requirements (Saddhono, 2018). Through immersing students in a virtual journey and incorporating diverse reading materials and activities, the Voyager Passport Method strives To establish an engaging and participatory educational setting, facilitating the development of English reading literacy skills among Javanese native speakers (Briñas-Gomez, 2018).

From the results conducted, it is seen that this method can enhance the English reading literacy skill of Javanese Natives Speakers. This assertion is substantiated by research undertaken by (Hall et al., 2022), who stated that Voyager Passport Method has increased the reading skill of students. As long as the meeting, the experimental class students demonstrated improved focus and attentiveness, as the interactive nature of the Voyager Passport Method captured their interest and sustained their involvement throughout the learning process. They actively participated in discussions, asked

questions, and eagerly shared their perspectives and interpretations of the reading materials. Furthermore, the experimental class exhibited enhanced collaboration and teamwork (Er et al., 2021). They actively collaborated with their peers, engaging in group discussions, cooperative learning activities, and peer feedback sessions. An inclusive and supportive classroom climate was established by this collaborative approach, where students felt comfortable sharing their ideas and learning from one another (Al-Samarraie & Saeed, 2018).

Different from experimental class, the control class showed a range of behaviors, with some students displaying high levels of attentiveness and active participation, while others demonstrated disinterest or passive engagement. The conventional method often relied on traditional teaching techniques, such as lectures and textbook-based instruction, which may have contributed to a more passive learning environment (Katsuta & Sawada, 2021). In terms of participation, the control class generally had fewer opportunities for interactive activities and discussions compared to the experimental class. The teacher-centered approach of the conventional method often limited student engagement to listening and note-taking, resulting in less active involvement and fewer opportunities for students to express their thoughts or ask questions. Collaboration and teamwork were also relatively limited in the control class. The conventional method typically emphasized individual work and assessments, with less emphasis on cooperative learning or group activities (Herrera-Pavo, 2021). As a result, opportunities for students to collaborate and learn from each other were reduced.

#### 4. CONCLUSION

This research result is concluded that Voyager Passport Method can enhance the English reading literacy skill of Javanese Native Speakers. The success of the Voyager Passport Method in enhancing reading literacy skills implies that instructional approaches tailored to the specific needs and cultural background of Javanese native speakers can be highly beneficial. This finding highlights the importance of considering learners' unique characteristics when designing language learning programs. As the Voyager Passport Method promotes comprehension and critical thinking skills, Javanese native speakers who undergo this approach may develop the ability to analyze and interpret English texts more effectively. This could have broader implications for their academic and professional pursuits. The findings suggest that the Voyager Passport Method can be an effective instructional approach tailored to the specific needs of Javanese native speakers. This method offers a structured framework for engaging students in reading activities that promote language acquisition, comprehension, and critical thinking skills. The positive outcomes observed in the research highlight the potential of this method to address language and cultural factors that may influence reading proficiency.

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