



**THE CORRELATION BETWEEN READING HABIT AND  
VOCABULARY MASTERY ACROSS GENDER**

*SKRIPSI*

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## ABSTRACT

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English plays an important role in all level academic society, starting on primary to university level of study. Among four English skills, reading is the most contributing skill in mastering English that the students should have. Reading is habitual activity that builds students' character, intellect and literacy. Furthermore, reading also builds students' vocabulary which enhance other skills. However, each individual has different habit in reading that depends on many factors. One significant factor that influence an individual's reading habit is gender. In this case, the researcher interested in conducting study about the relationship between reading habit and vocabulary mastery across gender.

This research implemented correlational research design with reading habit questionnaire and vocabulary mastery test via Google Form. The data collected using random sampling on the third semester students of English department at University of Islam Malang. The data analysed using bivariate correlation and independent sample t test in SPSS to find significant difference of male and female reading habit as well as the correlation between students' vocabulary mastery and reading habit.

The result of the study indicates no significant differences between male and female students in all aspects of reading habit such as reading activities, enjoyment and anxiety. This study also reveals that the correlation between vocabulary mastery and gender are positively significant but low correlation level. For the future research it is suggested to study more on how reading habits can improve vocabulary from more specific aspects such as preference, frequency of reading and age.

## CHAPTER I

### INTRODUCTION

This chapter presents and introduces the background of the study, the research problems, the purpose of the study, the hypothesis, the scope of the study, the significance of the study, and the definition of the key terms.

#### 1.1 Background of the Study

In this Era, English becomes a crucial language learned by people around the world. Besides that, English also plays an important function in education. Based on the 2004 curriculum of Indonesian pedagogy, English is certainly mandatory part of education in elementary school up to the university level. Even kindergarten students learn English. There are four English skills essential for a student to master includes listening, reading, writing and speaking. All these skills are very important, but reading is the most important skill that the students must learn. From reading activities, students can add a lot of experience (Quadri and Abomoge, 2013).

Reading is now crucial in a student's habit of life. It becomes the central part of learning a language, moreover for second language acquisition. It supports the students in both analyzing of various kinds of reading text and the message contained in the reading text itself. Based on the fact that, many Indonesian students has low reading because they do not like reading the book when they have free time. The acquisition of the reading habit development is very crucial in the advancing reading

rate and frequency. In developing the reading habit of the society, it is vital to develop reading habit from beginning of young age, suggesting the circumstance that reading habit should remain as the emphasis of learning starting from early childhood (Saaid & Wahab, 2014). In the developing knowledge ability of social order and culture, decent literacy and reading as habit is considerably vital for acquiring the compulsory message and visions in the preparation for various trials in the modern times. Considering learning about reading skills, wouldn't be far from vocabulary in order to be able of understanding any kind of information or message.

As a habitual activity, reading has an important role in building students' character because reading facilitates their habit to build students' character. For example, if the students are great in a reading habit, so they become a great reader, but if the student is poor in a reading habit, they become poor readers. Therefore, a lot of practice in reading is mandatory for students to get the great deal of reading habit as reading is a long-term habit initiated at early age. It is suggested to start with easy materials, like the magazine, newspaper, or any kinds of short text, as pleasure and frequency eventually develop reading accuracy. As Garbe, Holle and Weinhold (2010) stated that “reading helps them to improve their knowledge of English” assuming that decent habit and frequency of reading is mandatory for students in learning English. More importantly, reading is a learning asset that improves students' vocabulary, fluency and accuracy. As reading developed, the student's vocabulary knowledge might also increase. According to Krashen (1973) from activity like

reading, an individual have higher chance to advance in knowledge and increase in vocabulary mastery.

Aside the importance of reading habits, vocabulary mastery is also crucial because in learning second language vocabulary, reading has been becoming the key to developing the vocabulary itself. Students who have much time in reading can produce a lot of vocabulary. They can make the sentence more interesting by utilizing various suitable vocabulary in structuring sentences. Vocabulary is a significant aspect that affects reading because to have better reading, students need to have a strong vocabulary, an insufficient amount of vocabulary might result in reading difficulties, and reading difficulties might lead to reading anxiety that hinders the development of reading habits. The students can have a strong vocabulary as long as reading well. Therefore, increasing reading habit is quite necessary for studying English, especially dealing with second language vocabulary acquisition.

Without knowing the vocabulary, students can understand the text by finding the keywords. Through reading, the student might be able to cover their flaws in vocabulary since reading is the key factor that impact English vocabulary development (Roehrig & Guo, 2011). Moreover, a good mastery of vocabulary is important for learners to have better reading comprehension ability because the students understand what they read when they have enough vocabulary and have the capacity of using it accurately. Peters (2018) stated that vocabulary size is considered as major factor influencing ability in reading comprehension. During teaching and analysis, vocabulary has been taught to the learners; therefore, they will understand

the reading. Besides, it is not enough for students to have adequate vocabulary size. The students should also comprehend the written text well.

Besides, gender difference awareness has also led to more detailed perceptions into reading habits and gives opportunities for studies regarding gender-specific reading. According to Garbe, Holle and Weinhold (2010), it is conceivable to identify gender differences in the subsequent aspects of habitual reading, such as reading material, reading frequency, and preference. In regards to frequency in reading, girls have longer and more frequent reading frequency compared to their male counterparts. Boys prefer things such as electronic articles from the internet while girls tend to read books more than boys. Moreover, in terms of reading ways and modalities, girls and boys read differently as girls like reading and receive satisfaction more through it compared to boys (Garbe, Holle & Weinhold, 2010).

## 1.2 The Research Problems

From the research background above, the researcher formulated the following research problems.

1. Is there any significant difference between male students and female students' reading habits?
2. Is there any correlation between the students' reading habits and their vocabulary mastery?

### 1.3 The Purpose of the Study

The researcher formulates the following purposes in accordance with the research problems.

1. To investigate the significant difference between male students' and female students' reading habits.
2. To investigate the correlation between students' reading habit and their vocabulary mastery.

### 1.4 Research Hypothesis

In this study, the researcher points out the hypothesis of the study based on research problems. The hypothesis is as follows:

H1<sup>a</sup>: There is a significant difference between the reading habit of male students and female students.

H2<sup>a</sup>: There is a correlation between students' reading habit and their vocabulary mastery.

H<sup>0</sup>: There is no correlation between students' reading habits and their vocabulary mastery and no significant difference in the students' reading habit of male students and female students

### 1.5 Scope and Limitation

The scope of this study includes third semester students from English department at University of Islam Malang with the total population of 128 students. However, the study is limited to be done online via google form due to social

distancing. Moreover, this study is limited to the instrument that considered to be too general thus result in too general findings. Therefore, the researcher arranged the questionnaire on only about reading enjoyment that is related to reading habit.

### **1.6 Significance of the Study**

There are two signs that are expected from this study, both theoretical and practical significances.

Theoretical significance refers to research results that responded to the related theory concerning reading habit and vocabulary mastery across gender. The result is expected give beneficial information about the relationship between reading habit and vocabulary which correlates across different gender as reading is a reagent contributing to structure and vocabulary knowledge development.

Practically, for the lecturer, this research gives information on developing reading habits that will benefit vocabulary mastery. Therefore, by developing a reading habit, the student's vocabulary mastery will improve. Teachers should facilitate more reading activities so that students could enhance their vocabulary.

### **1.6 Scope and Limitations of the Study**

In this study, the researcher intended to present an exhaustive analysis of the correlation between reading habit and vocabulary mastery across gender. This study was done in the third semester of the English department of the University of Islam Malang. Due to the restriction time and chance, the researcher has narrowed down the



scope to the discussion of the correlation of reading habit and vocabulary mastery development by giving a questionnaire about reading habit and vocabulary tests.

However, this study is only limited to third-semester students of English department students to get more focus of the students with decent English proficiency as well as knowledge in reading as they have undergone English reading course for three semesters. Moreover, the researcher also encounters difficulty in gathering sufficient data online in just two classes resulting in only 20 responses from the target of 30 students. Therefore, the researcher conducts the second data collection after two days in another two classes and gather 16 additional responses, which are sufficient for the target of the study.

### **1.7 Definition of Key Terms**

The researcher points out the definition of the key terms to avoid misinterpretation about the terms used in this study.

#### **1. Reading Habit**

Reading habit in this study refers to the way of participants have routine in the reading English text.

#### **2. Vocabulary Mastery**

Vocabulary mastery in this study refers to students' mastery in defining words meaning.

### 3. Gender

Gender is a concept that is used to determine men and women from a socio-cultural perspective which determines their reading habit to English text. In this study, the term gender is used to determine the correlation between reading habits between male and female students in their vocabulary mastery.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on findings and discussion of the data analysis.

#### 5.1 Conclusion

The result of this study indicates a positive and significant but low level of correlation between reading habit and vocabulary mastery as the answer to the first research question. Moreover, the finding of the significant difference between male and female students in reading habits shows no difference in all aspects of reading habits this indicates no gender disparity in reading habits. In conclusion, the results are in line with previous studies that reading habit does affect vocabulary mastery, but there is no significant difference between male and female reading habits.

#### 5.2 Suggestion

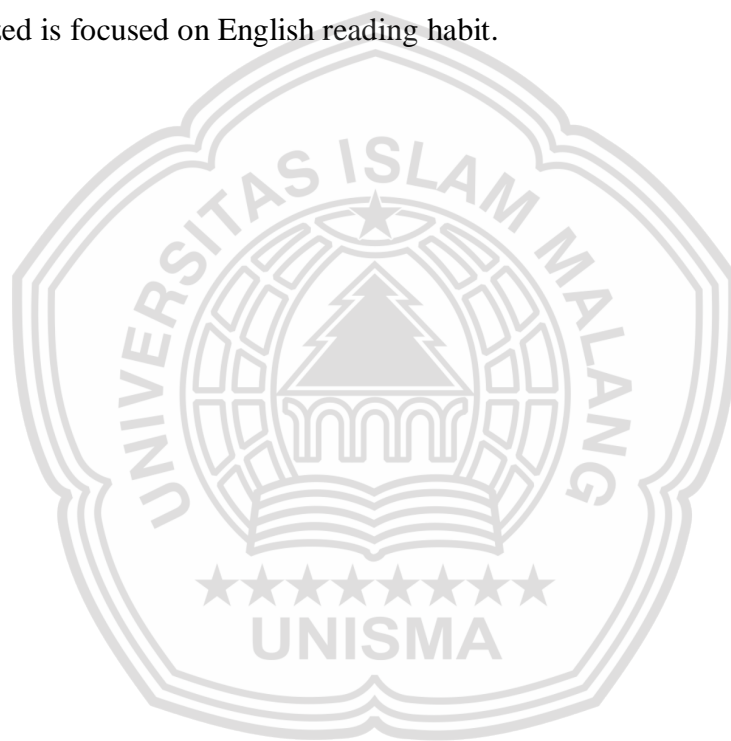
In regards to the findings of this study, the researcher provides suggestions for the students, English instructors and future researchers.

It is suggested for the students to improve their reading habit as better reading habit leads to better vocabulary mastery and language skills.



For English instructors, it is important to encourage students to read, especially in English text, as reading habit alone does not guarantee the development of the English language if the text is not in English.

For the next researcher, in analyzing in analyzing students' reading habit in terms of English skills and components it is suggested to make sure that the reading habit analyzed is focused on English reading habit.



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