



**THE RELATIONSHIP AMONG GENDER, STUDENTS' HABIT IN ONLINE  
READING AND VOCABULARY MASTERY**

*SKRIPSI*

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## ABSTRACT

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**Keywords:** Reading Habit, Gender, Vocabulary Mastery.

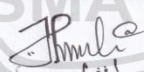
Reading is important in every domain and degree of education as the basic skill to obtain information. Developing reading as a habit allows the reader to become more intelligent as practicing reading improves analytical skill in comprehending text. In terms of EFL, reading also have potential to develop vocabulary. Reading is habitual activities that determined by individual characteristics such as gender. Therefore, the researcher aims to study reading habit and vocabulary mastery from male and female students.

This research is conducted using quantitative correlational research to answer the research question. The participants in this study consist of 115 students, 31 male and 84 female students from the 3rd semester in English language department at the University of Islam Malang. The instrument used in this study is in the form of reading habit questionnaire and vocabulary mastery test. The data analysed using independent sample t test using SPSS 24.0 to measure the significant difference between male and female students in reading habit and vocabulary mastery.

The result indicated that there is no significant difference between male and female students in terms of reading habit and vocabulary mastery. Moreover, the score between male and female students are not significantly different. Therefore, it can be stated that there is no difference between male and female students in terms of reading habit and vocabulary mastery.

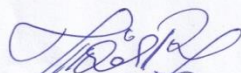
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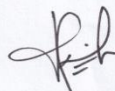
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## CHAPTER I

### INTRODUCTION

The introductory chapter of the study points out the background, the problems and purpose of the study, the scope and its limitation, assumption and hypothesis as well as its significance of the study.

#### 1.1 Background of the Study

Reading is important in every domain and degree of education as the basic skill to obtain information. The role of reading in all levels academic is significant, ranging from primary level, secondary level and tertiary level as effective reading practices allows the reader to develop creativity and innovation to the thinking process (Ameyaw, 2017). There are many ways to obtain information, but what distinguishes reading from the other skills is its potential to obtain knowledge from any parts of the world and period of time. According to Palani (2012), reading skill is an important language skill that allows reader to access global scale information regardless of time. Reading and literacy are considered as fundamental factors that determine individuals' skill in receiving information and overall intellect of a society.

According to Program for International Student Assessment known as PISA, many evidences show large number of students in many countries are lacking sufficient reading competence. Uursen & Muursepp (2012) stated that low literacy level might influence the rise of social, political and economic problems caused by ineffective flow of information. Regarding to reading literacy in Indonesia, PISA recorded that nowadays Indonesia have 371 points of reading literacy compared to OECD countries such as US and UK with average 487 points in reading literacy. Unlike speaking and listening, reading is considered as habitual activities that differs for each individual. According to Lusianah (2015), reading habit is also

considered as important factor concerning to the success of reading comprehension as good reading habit allows the students to practice and comprehend English text.

Developing reading as a habit allows the reader to become more intelligent as practicing reading improves analytical skill in comprehending text (Dilshad, 2013). Additionally, Clark & Rumbold (2006) stated that reading habit is fundamental for the improvement of personal and also mental skills, acquisition of information and comprehension of an individual. Based on Bashir & Matto (2019), the habits of reading are sufficiently planned sequence of reading in a consistency. Reading habit is the personal value of reading that involves preferences, frequency, consistency and volume of reading (Bas, 2012). Moreover, Greene (2001) mentioned that reading habit is a constant reading pattern driven by free will.

There are many aspects that determine reading habit of an individual, some influential aspects are gender and vocabulary mastery. In term of gender difference in reading habit, Özbay (2006) stated that individual reading interest, preferences and aptitudes are different when it comes to boys and girls which have different reading habits and reading aptitudes. Gender difference in reading might also lead to additional specific insights on reading habit as well as provides further occasions for researches on gender related specific reading. Moreover, Garbe, et al. (2010) stated that following research on gender difference in reading habit allows deeper insight on the elements of reading habit like reading materials, frequency and preferences.

Another aspect that determines and is determined by reading habit is vocabulary. Good knowledge of word meaning allows comprehension in reading that leads to the interest in reading, and good habit in reading allows further development in reading. Roehrig and Guo (2011) stated that without adequate vocabulary, students can comprehend the text by analyzing the key words, this allows the student to cover their weakness in vocabulary and

stimulate curiosity. Moreover, vocabulary can be acquired incidentally from exposure to words in both orally and from text as vocabulary enters meaningfully through relationship with the collection of words in their surrounding (Sinclair & Bronckart, 1972). According to Stahl (2005), Vocabulary not only implies definitions, but also indicates how those words fit into the context. The development of vocabulary widens and deepens over the progression of a life, knowledge and its principles involves far more than just looking up the words in the dictionary and word drills.

There are many studies related to reading habit and vocabulary mastery, for instance, a quantitative study on 144 junior high school students by Ameyaw (2017) which found that girls have higher and positive attitudes towards reading in comparison to the boys. Moreover, Uusen & Muursepp (2017) conducted survey study on students from many schools at Estonia and found that there are variances between boys and girls in the habits of reading such as consistency and attitudes that are dominated by girls, and reading volume for boys. In terms of the relation between vocabulary mastery and gender, Jumiatty (2015) examined the proportional attainment on English vocabulary mastery of 15 female and 15 male students, the result showed that female male students have almost similar and equal attainment on the mastery of vocabulary. Regarding to online reading, Sun, Mao and Yin (2020) identified that male readers read more from internet sources compared to female which more attracted to social media. In this case, it can be said that male and female readers have their own strength and weakness in how their read, but not necessarily different in vocabulary.

Therefore, considering the potency of vocabulary acquisition that might be developed through reading habit which is different based on gender, and the easy access and the availability of reading sources in internet, the researcher aims to study the relationship between online reading habit, vocabulary mastery between male and female students.

## 1.2 The Research Problems

From the research background, the researcher stated the following research problems.

- a) Do students with better reading habit also have better vocabulary mastery?
- b) Is there any significant difference between online reading habit of male and female students?
- c) Is there any significant difference between vocabulary mastery of male and female students?

### 1.3 The Objective of the Study

Based on the research problems, the researcher points out the following purpose of the study.

- a) To investigate whether the students with better reading habit are better in vocabulary mastery.
- b) To investigate the significant difference of online reading habit between male and female students.
- c) To investigate the significant difference of vocabulary mastery between male and female students.

### 1.4 Hypothesis

Based on the research problems and purpose of the study, the researcher points out four following hypotheses.

Ha<sub>1</sub>: The better the students reading habit, the better their vocabulary mastery.

Ha<sub>2</sub>: Students' reading habit correlates significantly with their gender in positive degree.

Ha<sub>3</sub>: Students' vocabulary mastery correlates significantly with their gender in positive degree.

H<sub>0</sub>: Reading habit does not correlate with vocabulary mastery and gender.

### 1.5 Significance of the Study

From the background of the study, the researcher points out two significances that are expected from this study both theoretically and practically.

Theoretically, the result of this study gives information about the relationship and the significances between reading habit and vocabulary mastery and gender.

Practically, the result of this study might inform the students about the gender difference and its relationship with vocabulary mastery and reading habit and use that information in developing reading habit that suits them. For the lecturer, this research gives information that developing reading habits will benefit vocabulary mastery based on gender. Therefore, lecturer can facilitate and encourage students with reading activities to enhance their vocabulary and reading habit based on their gender. Moreover, the finding of this study benefits the next researcher with information regarding the relationship of the three variables and encourages them to conduct deeper research in the related study.

### 1.6 Scope and Limitations of the Study

The researcher intended to conduct the study about the correlation between reading habit, gender and vocabulary mastery of the third semester students of English department of University of Islam Malang with the total population of 115 students with 31 males and 81 females. Therefore, the target sample students for this research must cover at least one third of the population that is 40 students. This study is limited to the social distancing rules that limits direct interaction between the researcher and participants, for this reason the study will be carried out in the form of online survey through Google form.

### 1.7 Definition of Key Terms

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

#### 1.7.1 Reading Habit

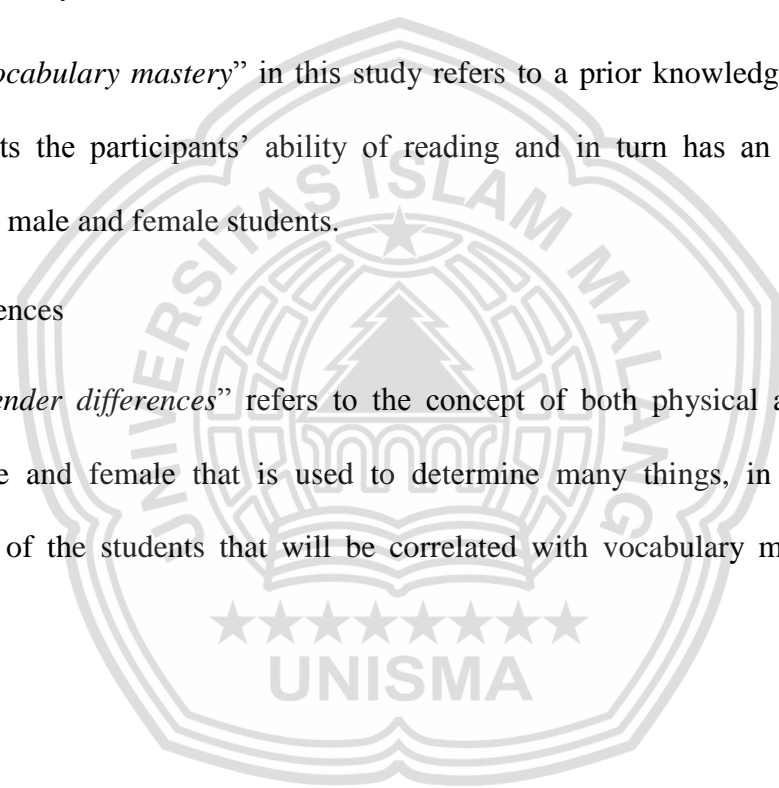
The term “*reading habit*” in this study refers to the consistent pattern of reading activity, how long an individual read, what types of book and article read and reading preference.

#### 1.7.2 Vocabulary Mastery

The term “*vocabulary mastery*” in this study refers to a prior knowledge of words meaning which affects the participants’ ability of reading and in turn has an impact on reading habit between male and female students.

#### 1.7.3 Gender Differences

The term “*gender differences*” refers to the concept of both physical and mental characteristic of male and female that is used to determine many things, in this study including the gender of the students that will be correlated with vocabulary mastery and reading habit.





## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the finding and discussion of the study.

#### 5.1 Conclusion

In this study, the researcher finds there is a significant correlation between overall students' reading habits and vocabulary mastery which indicates that the better reading habit, the better vocabulary mastery of the students. This is because the better students' reading habit means that they have more exposure toward vocabulary that promotes vocabulary mastery. Moreover, the study also indicated that there is no significant difference between male and female students in both online reading habits and vocabulary mastery. There is no significant difference between male and female students grounded on the discussion of the study that it is caused by the difference in reading habit mostly in the preference while there no difference in frequency and attitude. In terms of vocabulary, there are many other factors contributing to vocabulary mastery outside of reading.

#### 5.2 Suggestions

According to the conclusions and the significance of the study, the researcher provides some suggestions to students, instructors, and the next researchers as follows.

1. For the students, it is suggested to promote online reading habits which are an essential factor in learning vocabulary as the better students' reading habits, they are likely to be exposed to language that promotes vocabulary mastery.
2. For instructors, it is suggested to motivate their students to develop their reading habit and introduce how reading habit might improve vocabulary by using the information in this



study to develop better learning strategies to promote reading habit and vocabulary mastery that is suitable for each gender.

3. For the next researcher, it is suggested to make sure that the students' online reading habit should be about English online reading habit. Moreover, it is also suggested to conduct study on more focused aspects of online reading habits such as for academic purpose, literal reading, academic reading and research articles.





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