

THE CORRELATION BETWEEN READING HABIT AND VOCABULARY MASTERY ACROSS GENDER

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Abstract

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.

Key words: Reading habit, Reading Motivation, Correlation

INTRODUCTION

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 (Saaaid & 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).

METHOD

This study used quantitative approach and the research design are ex-post facto and correlation. Research method of this study used a correlation design that concerned three main variables: they were reading habit, vocabulary mastery, and gender. This primary aim of this correlational research is to find the relationship between student's reading habits and vocabulary mastery, as well as the significance of reading habits and gender.

Population is all the research subjects from the English department in the third semester at the University of Islam Malang, with a total number of 128 students divided into five classes. The target population was students of reading three classes who have passed a reading course in the second semester. A sample is a sub-group originated from the population that is selected as main subject to collect data for the study. The research used random sampling. The sample of the study consist of 36 students

The researcher used two instruments in collecting the data; they are reading habit questionnaire and vocabulary test. The reading habit questionnaire and vocabulary test were administered to the 3th semester students at English Department of University of Islam Malang. The researcher had two steps to collect the data. First, the researcher distributed the questionnaire to students. It aimed to measure the students' reading habits of the third semester of the University of Islam Malang. Second, the researcher gave the vocabulary test to students to measure their vocabulary mastery. The next step is gathering the score of reading habit as well as the score from vocabulary mastery for the data analysis.

FINDINGS AND DISCUSSION

Findings

Table 1 The Significant Difference in Reading Habit between Gender

Variable	Gender	N	Mean	Mean Difference	Significance
Reading Enjoyment	Male	12	3,0750	0,00833	0,935
	Female	24	3,0833		

In order to measure the significant difference between reading habits and gender. The researcher uses an independent sample t-test with the result mean the difference between males and females in reading activities. According to the data, there are 12 males and 24 females. The data shows that male participants have less mean score of 3.075 compared to female participants with a mean of 3.083 with a mean difference of 0.0083 and a significance of 0.935. thus, signifies that there is no significant difference between males and females in reading habits.

Table 2 The Correlation between Vocabulary Mastery and Reading Habit

Variable		Reading Habit	Vocabulary Mastery
Reading Habit	Pearson Correlation	1	.491**
	Sig. (2-tailed)		,002
	N	36	36
Vocabulary Mastery	Pearson Correlation	.491**	1
	Sig. (2-tailed)	,002	
	N	36	36

Based on the data it can be seen that the correlation is significant with N.sig= 0.002 which is significant at 0.01 and correlated positively with correlation coefficient of 0.491 point. From this result, it can be indicated that there is a positive and strongly significant even though low correlation between vocabulary mastery and reading habit.

Hypothesis Testing

The researcher has three hypotheses to answer the first problem. The first alternative hypothesis, H1^a states that there is a significant difference between the reading habit of male and female students. Meanwhile, the second alternative hypothesis H2^a, states that there is a correlation between reading habit and vocabulary mastery and H⁰ that stated there is no correlation between reading habits and vocabulary mastery and no significant difference in the reading habit of male and female students. From the data it is shown that there is a positive but low correlation between vocabulary mastery and reading habit with correlation coefficient of 0.491 and N.sig= 0.002 significant at 0.01 which confirms the first alternative hypothesis H2^a is accepted and H⁰ is rejected.

In terms of significant difference in reading habit between gender, the researcher found that in reading enjoyment, with a mean difference of 0.008 and significance of 0.113, and signifies no significant differences between the reading habit of male and female students. This confirms the second alternative hypothesis H1^a is rejected. Thus, it means that there is a correlation between reading habit and

vocabulary mastery and no significant differences in reading habits between male and female students.

Hypothesis stated:

1. If $p1 < 0.05$, it means $H1^0$ was rejected and $H1a^1$ was accepted.
2. If $p2 < 0.05$, it means $H1^0$ was rejected and $H2a^1$ was accepted.
3. If $p1$ and $p2 > 0.05$, it means $H1^a$, $H2^a$ was rejected and $H1^0$ was accepted.

Judging from the results of the research hypothesis above, it showed that both $H1^a$ and H^0 was rejected and $H2^a$ was accepted with a weak but significant correlation between reading habit and vocabulary mastery.

Discussion

In regards to a significant difference in reading habits between males and females, the researcher found no significant difference in reading habits such as reading activities, reading enjoyment, and reading anxiety. Therefore, it can be stated that there are no significant differences between males and females in reading habits. This is in line with the finding in the previous study of Lapido and Gbotosho (2015) that indicates no gender difference in the reading habits of undergraduate medical students in the University level of education. Another study by Dilshad (2013) that found no difference between reading habit in gender, but found the difference based on students' preference in reading. Moreover, Ameyaw (2017) also found that female students take a slightly advanced degree of the reading habit compared to their male counterpart though the difference is not significant in the frequency and of reading, the only notable difference between gender is reading preference.

The result of the study regarding the correlation between vocabulary mastery and reading habit to answer the first research problem indicates that there is a significant but weak or low correlation between reading habit and vocabulary mastery with a correlation at 0.491. and $\text{sig}=0.002$ significant at 0.01. Another study by Setyaningsih, Sujoko, and Sarosa (2014) is also in line with the finding of this study that indicates that there was significant correlation between reading habit and vocabulary mastery. However, this finding is in contrast with the study conducted by Zahara (2018) that also indicates that there is no significant relationship in terms of mastery of vocabulary and habit of reading with the result of the *t-test* that concludes no correlation between students' reading habit and vocabulary mastery. According to Lehr & Osborn (2001), Vocabulary increases as learners are exposed to a certain degree and frequency to target language which works the same way with drills and memorization but operates unconsciously. Moreover, As stated by Santoso (2014), Mastery of vocabulary might encourage students to read and thus develop a reading habit, but not directly affects the frequency and the quality of reading itself. on, the great on their reading comprehension.

CONCLUSION AND SUGGESTIONS

The result of this study indicates no significant difference in reading habits between male and female students which answer the first research question. In deliberation with many related studies, it is indicated that there are no gender disparities between male and female reading habit but the significant difference is in reading preference. Moreover, a positive and significant but low level of correlation between reading habit and vocabulary mastery as the answer to the second research question. This finding indicates that reading habit positively correlated with students' vocabulary knowledge. The result is due to reading habit does not necessarily affect vocabulary mastery as students might have good reading habit but did not read an English text. In conclusion, the results show no difference between reading habits of male and female students and reading habit does significantly affect vocabulary mastery positively.

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 students reading habit related to 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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