

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

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Abstract: Reading is important in any field 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 analyzed 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 concluded that there is significant correlation between students vocabulary mastery and reading habit but there is no significant correlation between gender with vocabulary mastery and reading habit.

Key Words: Reading habit, Gender, Vocabulary Mastery.

INTRODUCTION

Reading is important in every domain and degree of education as the basic skill to obtain information 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. 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.

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). 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. 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.

Reading cannot be separated from vocabulary; reading is the act of comprehending a set of vocabulary that build sentences and paragraph. As Roehrig

and Guo (2011) stated that vocabulary knowledge is the major element influencing comprehension of reading. In learning English, students have to master four elements and four skills, the four elements include vocabulary, grammar, pronunciation, and spelling, while the four skills are listening, speaking, writing, and reading. Among all the language elements, vocabulary is the most fundamental in English as it is the basis of all other elements and language skills.

In terms of gender, Every person uses language in different way that is influenced by individuals' character, environment and personal identity (Dilshad, Adnan & Akram, 2012). One of the basic of those aspects is personal identity, and the most basic of individual's identity is gender. In terms of language, the most fundamental element of language is vocabulary that influences other elements and language skills. Gender influences many aspects of language use and learning such as performance, learning style, interest, and attitude (Alchamda, 2020). The difference in learning style, interest and attitude might impact vocabulary acquisition. Therefore, vocabulary mastery might be different in gender. Moreover, for reading habit, it is governed by the predisposition that constructs personal traits such as sex, age, education and condition. Clark & Foster (2005) found that attitudes and preferences towards reading are affected by gender difference and background. Moreover, Dilshad, Adnan & Akram (2013) indicated that male and female learners are somehow different in their reading habits, it is shown that female students have more positive attitudes and consistency towards reading while male students tend to read a lot on at a time. Bas (2012) stated that there are significant points where gender marks the differences in reading habit such as consistency, frequency and preference.

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.

METHOD

The current study used correlational quantitative research design to answer the research problems. There are three variables that are used for this study, those are reading habit and vocabulary mastery as dependent variables and male and female students as independent variable. The population of this study is the third semester students from English Department of University of Islam Malang with the total number of 115 students, 31 male and 84 female students. The sampling method for this research will be using random sampling method. The sampling method for this research used random sampling so all the population have equal chance to answer the questionnaire and test. The sample is expected to have the same number of male and female with 20 male and 20 female students.

The researcher implemented two steps in collecting the data for the current research. firstly, the researcher distributed the questionnaire to students for measuring

the students' habit in reading of the third semester of University of Islam Malang. Secondly, the researcher provides vocabulary test for the students to measure their mastery of vocabulary. This research is implemented using questionnaire to collect the information about name, gender and reading habit adapted from the questionnaire of Iftanti (2012) in the form of multiple choice and check box. The questionnaire is focused to obtain the data about students' reading habit. For the vocabulary mastery test, the vocabulary test was given to students to know the students' vocabulary mastery and to know whether their vocabulary mastery is related to their reading habit score. The vocabulary test was constructed in the form of multiple-choice questions based on the books with the title "Test your vocabulary 3 and 4" by Watchin-Jones (1998) for intermediate and upper intermediate level.

The analysis is done based on the data from the two instruments in the form of students' responses in the questionnaire and score of the vocabulary test. There are reading habit and students' vocabulary mastery. The researcher used quantitative approach to analyze the data. The researcher analyzes the three variables of data, those are gender, vocabulary mastery and reading habit. The application that used in the data analysis is the Statistical Package for the Social Sciences (SPSS) version 2.1. To answer the first research question, the researcher correlates the score of vocabulary mastery and reading habit using bivariate correlation in SPSS and the second and third research question using independent sample t test to analyze significant difference between reading habit and vocabulary mastery of male and female students.

FINDING AND DISCUSSION

The results reveal the correlation between students' online reading habits, vocabulary mastery, and gender through quantitative analysis which aimed to answer the research questions. The result is presented in the following descriptive statistics.

Table 4.1 The descriptive statistic of students' reading habits and vocabulary mastery

		Descriptive Statistics				
Gender		N	Minimum	Maximum	Mean	Std. Deviation
Male	Reading Habit	21	48	86	63,48	9,978
	Vocabulary Mastery	21	66	80	73,48	4,844
	Valid N (listwise)	21				
Female	Reading Habit	26	50	78	64,92	8,217
	Vocabulary Mastery	26	63	89	75,81	6,481
	Valid N (listwise)	26				

		Descriptive Statistics				
		N	Minimum	Maximum	Mean	Std. Deviation
Reading Habit		47	48	86	64,28	8,973
Vocabulary Mastery		47	63	89	74,77	5,865
Valid N (listwise)		47				

The result shows there are 21 male students and 26 female students. The male students' average score of online reading habit shows 63.48 which is considered at medium level with the score ranging from 48 at low-level reading habit and a maximum score of 86 which is at the high level of reading habit. The standard deviation of male students' reading habits is at 9.978 which is lower than the mean, this shows that the mean is a good representation of male students' reading habits. Meanwhile, the female students' average score of reading habit is 64.92 which is also a medium level with the score ranging from 50 at a low level of reading habit to 78 which is considered a good level, and the standard deviation of 8.217 indicates that the mean is a good representation of female students' reading habit. In terms of vocabulary mastery, male students are at a medium to a good level with the score ranging from 66 to 80 with the mean at a medium score of 73.48 with a standard

deviation of 8.973, the mean is a good representation of male students' vocabulary mastery. For female students, the score ranges from 63 to 89 which is considered medium to the high level, and the mean of 74.77 represents female students' vocabulary mastery with the score 6.481 of standard deviation.

The data shown in the descriptive statistic above are then analyzed using Pearson Product Moment Correlation. The two-tailed indicator was used based on the need to confirm the hypothesis from this research.

Table 4.2 The correlation between reading habit and vocabulary mastery

Correlations		Reading Habit	Vocabulary Mastery
SReading Habit	Pearson Correlation	1	,662**
	Sig. (2-tailed)		,000
	N	47	47
Vocabulary Mastery	Pearson Correlation	,662**	1
	Sig. (2-tailed)	,000	
	N	47	47

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

Table 4.2 shows that there is a significant correlation between online reading habit and vocabulary mastery. The data indicated that the two variables are strongly correlated at 0.662 of correlation coefficient two-tailed and a significant value of 0.000 with N= 47. The correlation is significant at below 0.01 which indicates online reading habit is significantly correlated to vocabulary mastery. This shows that the first alternative hypothesis (H_{a1}) is confirmed and the first null hypothesis (H_{o1}) is rejected. Therefore, it can be concluded that the better the students' reading habit, the better their vocabulary mastery. This result is in line with Zahara (2018) who found that there is a significant correlation between reading habit and vocabulary mastery. Furthermore, this is also in line with Fitria (2021) that found a positive correlation between reading habit and vocabulary mastery which indicates more frequent reading

can improve vocabulary mastery. According to Annamalai and Muniandy (2013), through reading, readers develop a good writing style, an adequate vocabulary and become excellent spellers.

For measuring the correlation of gender with reading habit and vocabulary mastery, the data are analyzed using an independent sample t-test. The two-tailed indicator was used based on the need to confirm the hypothesis from this research. The result is presented as follows.

Table 4.3 The score of male and female students in online reading habit and vocabulary mastery

		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	
Reading Habit	Equal Variances assumed	,934	,339	-,545	45	,588	-1,447	2,653	-6,790	3,896
	Equal Variances not assumed			-,534	38,636	,596	-1,447	2,709	-6,928	4,034
Vocabulary Mastery	Equal Variances assumed	,272	,604	-1,368	45	,178	-2,332	1,705	-5,765	1,102
	Equal Variances not assumed			-1,410	44,770	,165	-2,332	1,653	-5,661	,998

Table 4.3 shows that there is no significant difference between male and female students in both reading habits and vocabulary mastery. The data showed that the mean difference of 1.447 and std. deviation difference of 2.653 for reading habit as well as mean difference of 2.332 and std. deviation difference of 1.705 for vocabulary mastery. However, the significance for both scores is higher than 0.05 with 0.588 for reading habit and 0.178 for vocabulary mastery. This means that the significance value is higher than 0.05 and H_{a2} and H_{a3} are rejected and H_{02} is confirmed. This can be concluded that there are no significant differences between male and female on reading habits and vocabulary mastery. This is in line with another study in Indonesia by Alchamda (2021) that indicated slight differences in

reading habits both in general reading habits or its partial aspects like reading activities, reading enjoyment, and reading anxiety, thus indicated that there are no significant difference between males and females in the habits of reading. Moreover, a research by Lapido and Gbotosho (2015) revealed that there is no significant difference between male and female reading habit which is in line with the findings of this current study.

CONCLUSION AND SUGGESTIONS

From the result of the study, the researcher concluded that 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. The research suggest the students 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. 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. 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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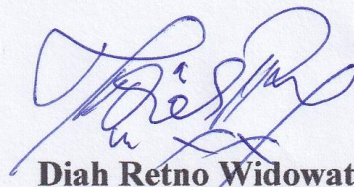
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