

## **Abstract**

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**THE EFFECTS OF VOCABULARY SIZE TOWARDS READING COMPREHENSION AND THE DIFFERENCE BETWEEN THEM IN TERMS OF GENDER IN XYZ SCHOOL**

(xv + 130 pages; 13 figures; 28 table; 13 appendix)

Several studies have reported that there is a difference between male and female in the academic settings. One of the different factors are evident in language acquisition. This research focuses on the relationship between student's gender, their vocabulary size and also their reading comprehension score. 86 students (34 male and 52 female) from grade 7 with the age of 12-13 years old participated in this research. The participants were given Vocabulary Size test (Nation, 2000) and TOEFL Reading Comprehension Test (Phillips, 2001, p. 343-349). This research is done to find out the students' vocabulary size, reading comprehension and also the relationship of their vocabulary and reading comprehension. The data is explained through descriptive analysis, Mann-Whitney U Test and Spearman Correlation Test to see the relationship of the variables. The results showed that although there is no significant difference between male and females' vocabulary score (p-value = 0,4932). There is also no significant difference between male and females' reading comprehension (p-value = 0,2864). Although there are no significant differences between the genders in terms of vocabulary size and reading comprehension, this research proves that there is a strong positive relation between vocabulary size and reading comprehension regardless of the gender ( $r = 0.9756$ ).

Keywords : Gender, Vocabulary Size, Reading Comprehension

Reference : 130 (1953 - 2020)

## **Abstrak**

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### **PENGARUH KOSAKATA TERHADAP KEMAMPUAN MEMBACA DAN PERBEDAAN ANTARA MEREKA DALAM SEGI GENDER DI SEKOLAH XYZ**

(xv + 130 pages; 13 figures; 28 table; 13 appendix)

Beberapa penelitian telah melaporkan bahwa ada perbedaan antara pria dan wanita dalam lingkungan akademis. Salah satu faktor yang berbeda terbukti dalam penguasaan bahasa. Penelitian ini berfokus pada hubungan antara jenis kelamin siswa, ukuran kosa kata mereka dan juga skor pemahaman bacaan mereka. 86 siswa (34 laki-laki dan 52 perempuan) dari kelas 7 dengan umur 12-13 tahun berpartisipasi dalam penelitian ini. Para peserta diberikan tes Ukuran Kosakata (Nation, 2000) dan TOEFL Reading Comprehension Test (Phillips, 2001, p. 343-349). Data dijelaskan melalui analisis deskriptif dan regresi linier sederhana untuk melihat hubungan variabel. Penelitian ini dilakukan untuk mengetahui ukuran kosakata siswa, pemahaman bacaan dan juga hubungan kosakata siswa dengan pemahaman bacaan. Data dijelaskan melalui analisis deskriptif, Mann-Whitney U Test dan Spearman Correlation Test untuk melihat hubungan variabel. Hasil penelitian menunjukkan bahwa meskipun tidak terdapat perbedaan yang signifikan antara skor kosakata pria dan wanita ( $p$ -value = 0,4932). Tidak ada perbedaan yang signifikan antara pemahaman membaca pria dan wanita ( $p$ -value = 0,2864). Meskipun tidak ada perbedaan yang signifikan antara jenis kelamin dalam hal ukuran kosakata dan pemahaman bacaan, penelitian ini membuktikan bahwa ada hubungan positif yang kuat antara ukuran kosakata dan pemahaman bacaan terlepas dari jenis kelaminnya ( $r = 0,9756$ ).

Keywords : Gender, Vocabulary Size, Reading Comprehension

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