GENDER DIFFERENCES IN VOCABULARY LEARNING STRATEGIES: A STUDY ON SECOND-YEAR STUDENTS OF SENIOR HIGH SCHOOL IN PEKANBARU

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Abstract: *This research aimed to find out the difference between male and female eleventh-grade students of Senior High School 12 Pekanbaru in vocabulary learning strategies and also to know the most and least common vocabulary learning strategies used by them. The sample of this research was taken by using the quota sampling technique. The number of students was 40 males and 40 females. The data was collected by using a questionnaire. This research used four types of vocabulary learning strategies, namely metacognitive strategies, cognitive strategies, determination strategies, and memory strategies. The result showed female students have the higher total average in vocabulary learning strategies than males. However, there was no significant difference in vocabulary learning strategies used by male and female students. Both male and female students indicated "checking bilingual dictionary" in determination strategies as the most common strategies and the least common strategies were "labeling physical object" in metacognitive strategies used by them.*

Key Words: *Vocabulary, Vocabulary Learning Strategies, Gender*

PERBEDAAN GENDER DALAM STRATEGI PEMBELAJARAN KOSA KATA: STUDI PADA SISWA KELAS SEBELAS SEKOLAH MENENGAH ATAS DI PEKANBARU

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Abstrak: Penelitian ini bertujuan untuk mengetahui perbedaan antara siswa laki-laki dan perempuan kelas sebelas di SMAN 12 Pekanbaru pada strategi pembelajaran kosa kata dan juga untuk mengetahui strategi pembelajaran kosa kata yang paling banyak dan paling sedikit digunakan. Sampel pada penelitian ini menggunakan teknik pengambilan sampel kuota. Jumlah siswa yang diambil sebanyak 40 siswa laki-laki dan 40 siswa perempuan. Pengumpulan data menggunakan kuesioner. Penelitian ini menggunakan empat jenis strategi pembelajaran kosa kata, yaitu strategi metakognitif, strategi kognitif, strategi determinasi, dan strategi memori. Hasil penelitian ini menunjukkan bahwa siswa perempuan memiliki rata-rata lebih tinggi dibandingkan dengan siswa laki-laki pada penggunaan strategi pembelajaran kosa kata. Namun, tidak ada perbedaan yang signifikan terhadap strategi pembelajaran kosa kata yang digunakan oleh siswa laki-laki dan perempuan. Baik siswa laki-laki maupun perempuan menunjukkan bahwa "memeriksa kamus dua bahasa" pada strategi determinasi sebagai strategi yang paling banyak digunakan dan strategi yang paling sedikit adalah "memberi label pada objek fisik" dalam strategi metakognitif.

Kata Kunci: Kosa Kata, Strategi Pembelajaran Kosa Kata, Gender

INTRODUCTION

People need a language to communicate with others. Language is a basic component of communication. According to Jumiaty (2015), language is a human communication that exists whenever and wherever human beings are. We can speak with others using a language. In the world, there are many languages we can use. English is one of the languages that can be used anywhere because English is the international language.

Vocabulary is one of the important aspects of the language, especially about four language skills; speaking, writing, reading, and listening. The sentences, even paragraphs, can be created because of words. Gu (2018) states we start the whole process of language learning by learning the basic words and phrases and always developing our vocabulary even at the highest level.

Learning vocabulary needs strategies to achieve competence in language learning. Learning strategies make the learning process efficient, effective, and pleasant. It also boosts the learning speed. Strategy training leads to learner autonomy, it helps them to become aware of their preferences and habits and feel responsible for their learning (Besthia, 2018).

Vocabulary learning strategies are techniques to learn a new word. Therefore, it can be defined as the learning style of individual learners that they utilize to enhance learning in an effective way (Letchumanan, et al, 2016). In other words, vocabulary learning strategies are needed in learning to improve our vocabulary effectively.

However, considering the individual differences, male and female students might use different learning strategies. The appropriate vocabulary learning strategy selection will affect the learning process to acquire effectively (Amelia, et al, 2015). As the study in Chinese Senior High School by Wei Na (2015), she says we know the strategies that are used between male and female students are different, especially senior high school students. It is still a big problem in China. According to Wei Na (2015), she states gender differences in language learning are closely related to physiology, psychology, social background, and personal experience. Between male and female learners, they have different strategies for learning vocabulary (Liach & Gallego, 2012 and Soureshjani, 2011). Students should notice that each individual has different ways and strategies to comprehend their knowledge. According to Amelia, Setiyadi, & Sudirman (2015), they tell one aspect of such differences considered to be fundamental for further discussion is gender.

There have been many studies that discuss vocabulary learning strategies, but not much of them have discussed vocabulary learning strategies among gender specifically, especially second-year students from Senior High School 12 Pekanbaru. The fact shows most of the students don't know the vocabulary learning strategies even though they have been using them unconsciously. In this study, the researcher will discuss vocabulary learning strategies by Schmitt (2000) and Gu (2018), if there is any difference between male and female students in eleventh grade in learning vocabulary strategies, and the most and least common strategies used by them.

METHODOLOGY

This research used a descriptive method as design research. It was followed the quantitative research paradigm by using the survey as the design. Quantitative research is an approach for testing objective theories by examining the relationship between research variables using research instruments which are then analyzed using statistical procedures (Creswell, 2014).

The population of this research was eleventh-grade students in State Senior High School 12 Pekanbaru in academic year 2021/2022. The total number was 492 students.

This research was taken 80 students as samples, 40 males and 40 females. The samples were chosen by using the quota sampling technique. Quota sampling is the technique to determine the sample of a population that has certain characteristics of the desired number (Sugiyono, 2016).

In collecting the data, the researcher used a questionnaire as an instrument to examine vocabulary learning strategies used by male and female students that consisted of 24 items. The result of the questionnaire was taken as the data of this research. The questions were distributed through print out.

Table 1. Indicators of Questionnaire

Vocabulary Learning Strategies	Items
Metacognitive Strategies	Learning the linguistic aspects
	Listening to English songs
	Reading a lot
	Testing the words and using them to form a sentence
	Watching English movies
	Labeling physical objects
Cognitive Strategies	Making an English note
	Writing the English new words
	Saying a word repeatedly
	Repetition is the best way of memorizing
	Paraphrasing the word's meaning
	Writing down the English explanation and examples
Determination Strategies	Checking the bilingual dictionary
	Guessing the meaning from the text
	Using the background knowledge to guess the meaning
	Checking the dictionary to know more about the word
	Checking their guessed meaning in the text
	Connecting the word's synonyms and antonyms
Memory Strategies	Saying a word a lot
	Creating a picture in their mind
	Paying attention to prefixes, roots, and suffixes
	Memorizing the spelling of a word

	Making regular reviews of new words
	Remembering the sentences in which the word is used

Adapted from the vocabulary strategies questionnaire by Schmitt (2000) and Gu (2018).

RESULT AND DISCUSSION

Based on the result of the questionnaire was taken from 80 students in eleventh grade containing 40 males and 40 female students of SMAN 12 Pekanbaru in the academic year 2021/2022. This research aimed to find out the difference between male and female eleventh-grade students of Senior High School 12 Pekanbaru in learning new words and the strategies that they use in learning vocabulary and to know the most and least common vocabulary learning strategies used by male and female eleventh-grade students of Senior High School 12 Pekanbaru.

The result will be presented and analyzed based on the research.

Table 2. Descriptive Statistics of Males and Females in VLS

VLS	Gender	N	Mean	SD	Rank
Metacognitive Strategies	Male	40	3.03	0.965	Medium
	Female	40	3.04	0.970	Medium
Cognitive Strategies	Male	40	2.95	0.993	Medium
	Female	40	3.18	0.945	Medium
Determination Strategies	Male	40	3.25	0.975	Medium
	Female	40	3.47	1.045	Medium
Memory Strategies	Male	40	3.09	0.972	Medium
	Female	40	3.29	0.975	Medium
Total	Male	40	3.08	0.976	Medium
	Female	40	3.25	0.984	Medium

The result of the data shows the average for male and female students in vocabulary learning strategies. It shows female students have higher total average than male students. The highest average of using vocabulary learning strategies by male and female students is determination strategies. But, male and female students have the difference in lowest average in using vocabulary learning strategies. The lowest average of using vocabulary learning strategies by male students is cognitive strategies, while metacognitive strategies for female students.

Then, to determine if there is the difference between the two variables was statistically significant or not, it was used the Independent Sample T-Test.

Table 3. Ranks of Males and Females in VLS

Ranks	Gender	N	Mean Rank	Sum of Ranks
Total	Male	40	36.79	1471.50
	Female	40	44.21	1768.50
	Total	80		

The rank table 3 shows the two groups, one group for each variable. The first variable measured males in using vocabulary learning strategies and the second variable showed females in using vocabulary learning strategies. The mean rank of males is 36.79 and the mean rank of females was 44.21, the mean ranks for the females group were over 7.42 points apart.

Table 4. Independent Sample T-Test

Independent Sample Test			Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F		0.347	
	Sig.		0.558	
t-test Equality of Means	T		-1.500	-1.500
	Df		78	77.933
	Sig. (2-tailed)		0.138	0.138
	Mean Difference		-0.18525	-0.18525
	Std. Error Difference		0.12346	0.12346
	95% Confidence Interval of the Difference	Lower	-0.43105	-0.43105
		Upper	0.06055	0.06055

As the result, it can be seen from 4 the table independent sample t-test. It shows the Sig. (2-tailed) is $0.138 > 0.05$. It can be concluded that Ho is accepted and Ha is rejected. It means there is no significant difference between male and female students in vocabulary learning strategies. Then, in mean difference, it indicates the mean difference between male and female students in vocabulary learning strategies. It is -0.18525 for the mean difference and the difference is -0.43105 to 0.06055 in the 95% confidence interval of the difference lower upper.

As the comparison with related studies, the finding of this study is different with Catalan (2003), Soureshjani (2011), and NG (2018) that have showed male and female students differ significantly in the number of vocabulary learning strategies used. In addition, the differences in using vocabulary learning strategies between male and female students showed females are higher score in vocabulary learning strategies than males.

Furthermore, this research has the same result as Catalan (2003) that found out the females' total strategy usage percentages are higher than males'. Then, the second related study by Ansari, Vahdani, and Sabouri (2016) collected data using a questionnaire. The result of their research was the use of psycholinguistic and metacognitive strategies was slightly higher for the Iranian female learners. But, it was no significant difference between Iranian male and female learners in the use of vocabulary learning strategies.

Moreover, the average mean score for each item strategy was used to identify the most and least common strategies used by male and female students. The descriptive statistics of vocabulary learning strategies for male students are shown below:

Table 5. Item Statistics of Vocabulary Learning Strategies for Males

No	Vocabulary Learning Strategies	N	Mean	SD	Rank
	Metacognitive Strategies	**40**	**3.03**	**0.965**	**Medium**
1	Learning the linguistic aspects	40	3.10	0.955	Medium
2	Listening to English songs	40	3.17	1.010	Medium
3	Reading a lot	40	3.55	0.932	High
4	Testing the words and using them to form a sentence	40	2.77	1.050	Medium
5	Watching English movies	40	3.30	0.911	Medium
6	Labeling physical objects	40	2.28	0.933	Medium
	Cognitive Strategies	**40**	**2.95**	**0.993**	**Medium**
7	Making an English note	40	2.68	0.971	Medium
8	Writing the English new words	40	2.70	1.018	Medium
9	Saying a word repeatedly	40	3.52	0.847	High
10	Repetition is the best way of memorizing	40	3.47	1.086	Medium
11	Paraphrasing the word's meaning	40	2.52	1.154	Medium
12	Writing down the English explanation and examples	40	2.80	0.883	Medium
	Determine Strategies	**40**	**3.25**	**0.975**	**Medium**
13	Checking the bilingual dictionary	40	3.80	1.067	High
14	Guessing the meaning from the text	40	3.07	0.888	Medium
15	Using the background knowledge to guess the meaning	40	3.07	0.944	Medium
16	Checking the dictionary to know more about the word	40	3.38	1.192	Medium
17	Checking their guessed meaning in the text	40	3.27	0.816	Medium
18	Connecting the word's synonyms and antonyms	40	2.92	0.944	Medium
	Memory Strategies	**40**	**3.09**	**0.972**	**Medium**
19	Saying a word aloud	40	2.90	1.150	Medium
20	Creating a picture in their mind	40	3.23	1.000	Medium
21	Paying attention to prefixes, roots, and suffixes	40	2.95	1.061	Medium
22	Memorizing the spelling of a word	40	3.03	0.891	Medium
23	Making regular reviews of new words	40	2.88	0.853	Medium
24	Remembering the sentence in which the word is used	40	3.53	0.874	High
	Total	**40**	**3.08**	**0.976**	**Medium**

The most common vocabulary learning strategies used in this study, four strategies in items 13, 3, 24, and 9 have the highest score than other strategies. The result shows that the determination strategy "checking the bilingual dictionary" is the most common strategy used among male students in this research with 3.80. It means male students are more likely to learn English new words based on their first language. It eases them to learn new English words by knowing the meaning in Indonesian. The second most common strategy used is the metacognitive strategy "reading a lot" with 3.55. Then, it is the memory strategy "remembering the sentence in which the word is used" with 3.53. Last, it is the cognitive strategy "saying a word repeatedly" with 3.52. It is only four items on the most common strategies used by male students because other strategies are lower than 3.50.

In comparison, the result shows items 6, 11, 7, 8, and 4 are the least common vocabulary learning strategies used in this study by male students. The result shows that the metacognitive strategy "labeling physical objects" is the least common strategy used among students in this research with 2.28. It means male students rarely mark out physical objects to remember the words related to the objects. The second least common strategy used is the cognitive strategy "paraphrasing the word's meaning" with 2.62. Third, cognitive strategy "making an English note" with 2.68. Then, it is cognitive strategy "writing the English new words" with 2.70. Last, it is a metacognitive strategy "testing the words and using them to form a sentence" with 2.77.

Furthermore, it shows the table descriptive statistics of vocabulary learning strategies for female students below:

Table 5. Item Statistics of Vocabulary Learning Strategies for Females

No	Vocabulary Learning Strategies	N	Mean	SD	Rank
	Metacognitive Strategies	**40**	**3.04**	**0.970**	**Medium**
1	Learning the linguistics aspects	40	3.35	0.949	Medium
2	Listening to English songs	40	3.80	0.992	High
3	Reading a lot	40	3.10	0.982	Medium
4	Testing the word and using them to a form sentence	40	2.98	0.947	Medium
5	Watching English movies	40	2.83	0.984	Medium
6	Labeling physical objects	40	2.20	0.966	Medium
	Cognitive Strategies	**40**	**3.18**	**0.945**	**Medium**
7	Making an English note	40	3.25	1.006	Medium
8	Writing the English new words	40	2.90	0.871	Medium
9	Saying a word repeatedly	40	3.50	0.887	High
10	Repetition is the way of memorizing	40	4.03	0.800	High
11	Paraphrasing the word's meaning	40	2.63	1.079	Medium
12	Writing down the English explanation and examples	40	2.77	1.025	Medium
	Determine Strategies	**40**	**3.47**	**1.045**	**Medium**
13	Checking the bilingual dictionary	40	4.20	0.939	High
14	Guessing the meaning from the text	40	3.18	1.035	Medium
15	Using the background knowledge	40	3.13	1.090	Medium

	to guess the meaning				
16	Checking the dictionary to know more about the word	40	3.88	0.966	High
17	Checking their guessed meaning in the text	40	3.45	1.085	Medium
18	Connecting the word's synonyms and antonyms	40	3.00	1.155	Medium
	Memory Strategies	**40**	**3.29**	**0.975**	**Medium**
19	Saying a word aloud	40	3.68	0.997	High
20	Creating a picture in their mind	40	3.45	0.815	Medium
21	Paying attention to prefixes, roots, and suffixes	40	2.85	1.027	Medium
22	Memorizing the spelling of a word	40	3.50	1.013	High
23	Making regular reviews of new words	40	2.50	1.038	Medium
24	Remembering the sentence in which the word is used	40	3.73	0.960	High
	Total	**40**	**3.25**	**0.984**	**Medium**

The most common vocabulary learning strategies used by females in this study, items 13, 10, 16, 2, 24 have the highest score than other strategies. The result shows that the determination strategy "checking the bilingual dictionary" is the most common strategy used with 4.20. It means female students tend to learn English new words based on their first language, it is the same as the strategy that male students used. The second most common strategy used is the cognitive strategy "repetition as the way of memorizing" with 4.03. Third, it is a determination strategy "checking dictionary to know more about the word" with 3.88. Then, it is a metacognitive strategy "listening to English songs" with 3.80. Last, it is also a memory strategy "remembering the sentence in which the word is used" with 3.73.

In comparison, the result shows items 6, 23, 11, 12, and 5 are the least common vocabulary learning strategies used in this study by female students. The result shows that the metacognitive strategy "labeling physical objects" is the least common strategy used among students in this research with 2.20. It means both male and female students are the same because they rarely mark out on physical objects to remember the words related to the objects. The second least common strategy used is the memory strategy "making regular reviews of new words" with 2.50. Third, the use of cognitive strategy "paraphrasing the word's meaning" with 2.63. Then, it is cognitive strategy "writing down the English explanation and examples" with 2.77. Last, it is the metacognitive strategy "watching English movies" with 2.83.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the data analysis about male and female students in vocabulary learning strategies, the research found out that female students have a higher total average in vocabulary learning strategies than male students. Both male and female students have the highest average in determination strategies, but the lowest average for using vocabulary learning strategies by male students is cognitive strategies, while metacognitive strategies for female students. The result of this research indicates that there is no significant difference in vocabulary learning strategies used by male and female students.

This finding shows that both male and female students have the same highest and the lowest average for using vocabulary learning strategies. The most common strategy that they use is "checking bilingual dictionary" in determination strategies and the least common strategy among them is "labeling physical object" in metacognitive strategies.

RECOMMENDATION

According to this research, the researcher would like to offer several recommendations:

1. Teachers can use the same method for male and female students in vocabulary learning. Based on the result of this research, both male and female students have no significant difference in vocabulary learning strategies. They tend to use the bilingual dictionary to learn new words in determination strategies.
2. For further research, this research can be a reference to do research on vocabulary learning strategies based on other variables such as age, environment, motivation, or social background in male and female students in the future.

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