



Male and Female Students' Vocabulary Mastery

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Abstract This study investigated the students' vocabulary mastery by measuring students' score result using mean score after getting data result test. The test was designed using multiple choice tests. The sample was room 2 students taken from 17 classes taking by random sampling way. They were 13 male and 13 female students. The results of study showed that the male students have the higher result score than the female students. It is evidenced by the data score was $81.53 > 76.53$ or categorized in $A > B$. This study recommends the educators, teachers or lecturers in order to enrich the students' enthusiastic and interested in mastering vocabulary using many ways to teach them so that in the future the differences or the comparison of male and female students to master the vocabulary are fair. It means that both of male and female students do not have the differences in the result score.

Keywords: Male Students; Female Students; Vocabulary; Test; Score.

Abstrak Penelitian ini menginvestigasi kemampuan penguasaan kosakata mahasiswa/i dengan menghitung nilai rata-rata setelah mendapatkan hasil tes data. Tes didesain menggunakan tes pilihan berganda. Sampel nya merupakan mahasiswa/i ruangan 2 dari 17 kelas diambil melalui sampel acak. Mahasiswa/i tersebut 13 laki-laki dan 13 perempuan. Hasil dari penelitian ini menunjukkan bahwa mahasiswa laki-laki mempunyai hasil lebih tinggi daripada mahasiswi perempuan terhadap. Ini dibuktikan dengan hasil nilai rata rata antara mahasiswa dan mahasiswi, yaitu $81,53 > 76,53$ atau kategori $A >$ kategori B. Penelitian ini direkomendasikan untuk para pendidik, guru ataupun dosen untuk meningkatkan ketertarikan mahasiswa/i dalam menguasai kosakata dengan menggunakan banyak cara dalam mengajarkan kosakata agar dikemudian hari perbedaan antara mahasiswa dan mahasiswi dalam menguasai kosakata seimbang. Itu artinya bahwa kedua dari mereka tidak mempunyai hasil nilai yang berbeda.

Kata Kunci: Mahasiswa; Mahasiswi; Kosakata; Tes; Skor.

INTRODUCTION

Vocabulary is an important component of language in learning a language, especially as basic of language so that is why vocabulary is important in education. It is related to the concept of vocabulary by A. S. Hornby (2000: 959) that mentions vocabulary as one of the language elements. It is all the words that a person knows or use or telling about particular subject. Then, another expert says that vocabulary is all the words in a language list of terms in a lesson or books, all the words that one person knows (Burrige: 1981, p. 477). Next, according to Nelson (1985: 612), vocabulary is a list of word expands in alphabetical order". So, from those statements, the writer concludes that vocabulary is an important element in language or a list of word that is known or used by people usually in alphabetical order and with explanation of their meanings less complete than a dictionary.

While, mastering vocabulary becomes a complex problem because it is a difficult task to do. Jeremy Harmer identified poor vocabulary knowledge is the primary cause of the academic failure of disadvantaged students (Longman, 2002: 13). It is meant that vocabulary is part of four skills in English learning if a student's vocabulary is low, the students are difficult to express their ideas. In learning vocabulary, the students know that some words seem difficult to learn than others. Some factors make some words are more difficult than others, they are pronunciation, spelling, length, grammar, meaning, range (Longman, 2002:27-28). It means we should be able to understand six factors of vocabulary to use vocabulary in certain sentences.

In the process of learning English at second semester in Center for Language Development or called as P2B in FTIK (Tarbiyah and Teacher Training Faculty), vocabulary mastery is very very important in learning English as the students just focus in studying English and Arabic both in daily activity in the dormitory and in academic side in the classroom, because vocabulary is the basic language to start studying all skills of English as the first and second semester programme for dormitory students. The larger vocabulary the students master, the better they perform their language that means the students are succesful in learning for two semester programme.

By having a limited vocabulary, the students would find difficulties in mastering English skills. Male and female is caused by the students' learning style, interest, and attitude, besides that caused by the influence of the school environmental factors and facility factor. All those can affect the student's performance in learning English. Males have a vastly superior ability to visualize three-dimensional objects than do females (Asri, 2015:159). It means, the mastery between male and female depends on the learning style, design of the study, student's interest, and facility factor. According to Ning, Haiiang & Dai, Xue (2010: 127) gender refers to set of qualities and behaviors expected from a female or male by society. Moreover, gender roles can be affected by factors such as education or economics. Moreover, Sutcliffe (1998) in his article wrote some differences between male and female speaking. Females generally speak differently, apologize, and smile hesitantly while males speak or argue, interrupt, and loudly. Rahmah (2003), in her comparative study between male and female students in sharing opinion in the classroom interaction found that: firstly, female and male students are almost the same in vocabulary, particularly in pronunciation and diction; secondly, female students are more polite and excellent in structure than male students; thirdly, the self-confidence of male students is higher than female students; and male students focus on ideas while female students focus on forms.

In relation to the gender difference, there have been numerous studies done. Oxford and Nyikos (1989) found gender had a great impact on strategy choice. Females were found to use certain strategies more frequently than boys. There are also conflicting results with regard to the use of language learning strategies by males or females. While, Green and Oxford (1995) in their study of 374 students found that females used strategies significantly more often than males. In another study that was done by Etika Rahmawati et. all (Rahmawati, Apollonia, R., & Meila, 2020) in the Journal of *Jadila: Journal of Development and Innovation in Language and Literature Education* (2020), male and female have same perception's in using the method, way, or strategies. This study focuses on how actually gender affects the students' vocabulary learning strategies language learning strategies and their vocabulary mastery. Based on the

questionnaire given, it proved that male and female students agreed that popular song could improve students' vocabulary mastery. It showed that students got new vocabularies after listening, learning and reading popular song because it had many new vocabularies and easy to understand. Considering the diversity and sometimes conflicting results, there is need for further research, including more variables to be investigated.

Therefore, in this research, the writer focused to find out the differences of the students' vocabulary mastery between males and females at second semester students of FTIK IAIN Padangsidempuan whether this study would be same as the previous study or some experts found about those two gender. The last, related to the explanation above, the writer intended to apply a study which compares 2 activities entitled "*A Comparative Study between Male and Female Students towards Vocabulary Mastery in IAIN Padangsidempuan*". This study explored the differences between male and female students and their relation to the vocabulary mastery IAIN Padangsidempuan. In conclusion, after applying the vocabulary mastery test, the writer tried to compare the students' vocabulary mastery between male and female students towards the vocabulary mastery.

METHOD

In this research, the writer applied combining both quantitative descriptive research. Descriptive research is known as description of characteristics of the population and phenomenon being studied. According to Moleong (2010), descriptive research is defined as statistical research describes data and characteristics about the population and phenomenon being studied. It means, the researcher serve the study in writing the result of the data using the description of behavior, human or students being observed, and all phenomena in the natural setting. Then, quantitative method describes condition of the present time naturally, descriptive is carried out to obtain information about the references, attitudes, practices or interest some group of people (L. R. Gay: 2000, 279). He continous that quantitative research method is the belief or assumption that we inhabit a relatively stable, uniform, and coherent world that can be measured, understood, and generalized about something. So, from both

quantitative and descriptive those quotations, the writer concludes that this study is the quantitative descriptive research that is describing the students' mastery in the side of vocabulary between both male and female students by measuring the students' score in numeral data at second semester of FTIK (Tarbiyah and Teacher Training Faculty) IAIN Padangsidempuan. As the dormitory program for first and second semester students are ordered to stay for one year or two semester in the dormitory. Then, the students just intend to study English and Arabic subject that are coordinated by Center for Language Development (P2B). So, all the faculties are holded by P2B, especially for FTIK.

For the first and second semester, FTIK students have 17 classes in Baharuddin center and 17 classes are also in IAIN Padangsidempuan center. Due to the research title about male and female students, the students are in Baharuddin center just the female students. So, it is impossible to take data from Baharuddin center. It is clear that the writer focused to take data from FTIK students in IAIN Padangsidempuan center. Every class is 26 students of 17 classes. So, all the classes are 442 students.

The writer used random sampling to take sample due to the large population. If the writer made random sampling for the large population, all the population would get the same opportunities as the choice. Kumar (2011: 208) says that with draw the entire sample by using random sampling technique, each element in the population has equal opportunities and probabilities to chose. In clear, the writer's reason used random sampling technique is because of all the sample has the same chance to be chosen. Then, the researcher used the trick to use a lottery technique of taking random sampling. The writer took one class, the class was FTIK IAIN Room 2. They are 26 students.

While, the test for measuring both male and female students' mastery in vocabulary was multiple choice test. Hughes (1989: 120) explains that a multiple choice is the candidate provides evidence of successful reading by making a mark against one out of a number of alternatives, the superficial attraction of his technique is out weighed in institutional testing by various problem enumerated. Whereas, multiple - choice items can be used to measure both simple knowledge and complex concepts. Since students can answer multiple - choice questions quickly, the teacher can assess their mastery of many topics on a fifty - minute

exam. In addition, the items can be easily and reliably scored. So, the writer here concludes that multiple choices are a form of evaluation in which respondents are asked to select the best possible answer out of the choices from a list of alternative.

Further, in detail, the test was about the lesson which was studied in English 4 (English Textbook "Mata Kuliah Bahasa Inggris 4 Semester 2 (Level 13-16) IALF Bali and P2B IAIN Padangsidempuan": 2016, 1-56) or the English textbook which is the author is Lindsay Clandfield: Straightforward, Intermediate Students' book published in 2006 by Macmillan Publishers Limited Edition. The test was taken from chapter 1A to 4C as the students had learnt before. Because of the pandemic situation and the time in which the writer did the test, the students had the holiday time, so the writer made the test from the social media. It was whatsapp application chat group. The writer also gave the time limitation to do the test. It was 100 minutes to answer 40 multiple choice test.

RESULT AND DISCUSSION

1. Result Finding

After counting the data by giving the students 40 items multiple choice tests from room 2 students which was 26 male and female students (13 male and 13 female students), the writer found out the result as below:

Table 1:
Male and Female Students' Vocabulary Mastery Result

No	Initial Names	Male (M)/ Female (F)	Correct Answer	Incorrect Answer	Total Score (40 itemsx2.5)
1	NMIS	F	34	10	85
2	ISA	M	30	10	75
3	FA	F	39	2	97.5
4	LDG	F	25	5	62.5
5	MA	F	20	20	50
6	AYH	F	18	22	45
7	RSRS	F	30	10	75
8	RSS	F	33	7	82.5
9	ARP	F	38	2	95
10	TAH	F	38	2	95
11	FP	M	35	5	87.5
12	SPS	F	32	8	80

No	Initial Names	Male (M)/ Female (F)	Correct Answer	Incorrect Answer	Total Score (40 itemsx2.5)
13	AM	M	30	10	75
14	FR	M	25	15	62.5
15	ERS	M	36	4	90
16	AA	M	39	1	97.5
17	NH	F	28	12	70
18	SUH	F	28	12	70
19	FM	M	34	6	85
20	ANM	M	20	20	50
21	IH	M	35	5	87.5
22	RS	M	35	5	87.5
23	FRL	M	39	1	97.5
24	AGN	M	36	4	90
25	AZH	M	30	10	75
26	DS	F	35	5	87.5
The total score					2055

It shows that from 26 male and female students, it is gotten the total of score is 2055 with the highest score is 97.5; while, the lowest score is 45. Then, there are 3 students got 97.5 score; 2 students got 95 score; 2 students got 90 score; 4 students got 87.5 score; 2 students got 85 score; 1 student got 82.5 score; 1 student got 80 score; 4 students got 75 score; 2 students got 70 score; 2 students got 62.5 score; 2 students got 50 score; and the last, 1 student got 45 score.

Further, the result for the male finding is shown below:

**Table 2:
Male Students' Vocabulary Mastery Result**

No	Initial Names	Male (M)/ Female (F)	Correct Answer	Incorrect Answer	Total Score (40 itemsx2.5)
1	ISA	M	30	10	75
2	FP	M	35	5	87.5
3	AM	M	30	10	75
4	FR	M	25	15	62.5
5	ERS	M	36	4	90
6	AA	M	39	1	97.5
7	FM	M	34	6	85
8	ANM	M	20	20	50
9	IH	M	35	5	87.5

10	RS	M	35	5	87.5
11	FRL	M	39	1	97.5
12	AGN	M	36	4	90
13	AZH	M	30	10	75
The total score					1060

It shows that from 13 male students, it is gotten the total of score is 1060 with the highest score is 97.5; while, the lowest score is 50. Then, there are 2 students got 97.5 score; no student got 95 score; 2 students got 90 score; 3 students got 87.5 score; 1 student got 85 score; no student got 82.5 score; no student got 80 score; 3 students got 75 score; no student got 70 score; 1 student got 62.5 score; and the last, 1 student got 50 score.

Further, the result for the male finding is shown below:

Table 3:
Female Students' Vocabulary Mastery Result

No	Initial Names	Male (M)/ Female (F)	Correct Answer	Incorrect Answer	Total Score (40 itemsx2.5)
1	NMIS	F	34	10	85
2	FA	F	39	2	97.5
3	LDG	F	25	5	62.5
4	MA	F	20	20	50
5	AYH	F	18	22	45
6	RSRS	F	30	10	75
7	RSS	F	33	7	82.5
8	ARP	F	38	2	95
9	TAH	F	38	2	95
10	SPS	F	32	8	80
11	NH	F	28	12	70
12	SUH	F	28	12	70
13	DS	F	35	5	87.5
The total score					995

It shows that from 13 female students, it is gotten the total of score is 995 with the highest score is 97.5; while, the lowest score is 45. Then, there are 1 student got 97.5 score; 2 students got 95 score; no student got 90 score; 1 student got 87.5 score; 1 student got 85 score; 1 student got 82.5 score; 1 student got 80 score; 1 student got 75 score; 2 students got 70 score; 1 student got 62.5 score; 1 student got 50 score; and the last, 1 student got 45 score.

Further in detail, to show the comparison of the male and female students' mastery in vocabulary, the writer shows the result finding is shown as below:

Table 4:
The Comparison of the Result Calculation of Data Analysis for Male and Female Students towards Vocabulary Mastery

No	The Finding	Male Students	Female Students
1	the total score	1060	995
2	The highest score	97.5	97.5
3	The lowest score	50	45
4	Mean score	81.53	76.53
5	Median	87.5	80
6	Mode	75	95

It shows that the mean score between male and female students towards vocabulary mastery at second semester students of FTIK (Tarbiyah and Teacher Training Faculty) IAIN Padangsidempuan was known that male students were higher than female students. It is seen from the evidence result data finding male students are $81.53 > 76.53$ (A categorized $> B$ categorized) was the female students mean score. Then, the total score of male students are higher also than female students. It was $1060 > 995$.

While, the highest score both of male and female students are similar or in the same score, 97.5. For the lowest score, male students got 50, and female students were 45 or $50 > 45$. Whereas, the middle score or the median was also the male students were higher than female students, namely $87.5 > 80$. But, for the last finding, for the mode score of male students were lower than female students. It was $75 < 95$.

The last is about "Exploring gender effect on adult foreign language learning strategies" was studied by Leyla Tercanlioglu (2004) from Atatürk University, Turkey got the concept of learning strategies has become quite familiar to most professionals in teaching English as a foreign language.

The aim of the study she did is to discover gender differences in language learning strategies used by foreign language learners in a Turkish University. 184 university students who participated in this study were enrolled in the third year of their four year undergraduate degree program. Strategy Inventory for Language Learning (SILL) was used to gather information about the strategies that the individual learners employ to learn a foreign language. Quantitative data analyses were performed in this study. The results show significant gender differences, favoring males, in students' strategy use.

So, in line with those previous studies, here the reseacher explored the result that the comparative study between male and female students towards vocabulary mastery in IAIN Padangsidimpuan was that the male students in mastering vocabulary was higher than female students. The evidence shows from the data finding. It was $81.53 > 76.53$ in which the categorized level was $81.53 = A > 76.53 = B$ categorized that interpreted by Ridwan (2005: 89) in his book as below:

Table 5
The Criteria Score Interpretation of Mean Score

Percentage	Criteia
0%-20%	Very low
21%-40%	Low
41%-60%	Enough
61%-80%	Good (76.53 for female)
81%-100%	very good (81.53 for male)

2. Discussion

After getting the finding result, the writer tried to discuss the research to the result in the previous research related findings whether they have same result or different from this study. The research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself.

The first is Andi (2015:159) who detailed his result finding that the research was conducted to examine the comparative achievement of English vocabulary mastery between female and male students. The data were

collected by using multiple-choice tests through analysis descriptive methods. The result of the analysis showed that female and male students have the same vocabulary achievement in vocabulary mastery. He adds also that the difference in students' performance between females and males is caused by the students' learning style, interest, and attitude besides that caused by the influence of the school environmental factors and facility factors. All of those can affect the students' performance in learning English. Males have a vastly superior ability to visualize three dimensional objects than do females. This gives the male his often observed superior abilities in math and geometrical reasoning. In addition, males are better skilled in gross motor movements than are girls.

Whereas Maharani (2020) got the data outcome of her study that 1) the female students have better vocabulary masteries than those of male students, 2) the differences are caused by the motivation of learning, and also their innate brain development.

Therefore, from two previous researchers above are relevant with this research, which will be done by the writer because they also did a research about male and female students and vocabulary mastery. The differences are the purpose is that the writer just focused in one research question that the writer would like to know to what extent the comparison between male and female students in mastering vocabulary. In other hand, the previous research did 2 formulation of research about the students' vocabulary mastery and the cause of their result factors and how are the male or female style, intersted, and motivation. So, this study and the previous studies are in one side was same and in another side was different.

CONCLUSION

The writer draws the conclusion of this study from the research findings and discussion. Based on the result of the research and the discussion mentioned above, the conclusions are then as the data obtained by the writer that the differences between male and female students towards vocabulary mastery at second semester students of FTIK (Tarbiyah and Teacher Training Faculty) IAIN Padangsidempuan academic year 2020/2021 that male students

have higher test results than female students. But in the side of enthusiastic, the female students are more interested in working on the tests given by the writer. It was seen from the female students' responses to replay the whatsapp application chat.

It is better for the educators, teachers or lecturers, the role of them in improving students' vocabulary is very necessary to facilitate students to understand the material provided by the educators, teachers or lecturers for students and make it easier for 26 students to use English in speaking, listening, writing, and reading. Therefore, the English the educators, teachers or lecturers must find and use interesting methods to teach vocabulary. So, both male and female students do not have the differences outcome in getting the best score in mastering vocabulary in the process of teaching and learning English.

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