The Identification of Vocabulary Learning Strategies of Male and Female Students

Mauizotul Febrina, Fadly Azhar, Indah Tri Purwanti

Universitas Riau, Indonesia
mauizotul.febrina0796@student.unri.ac.id, fadly.azhar@lecturer.unri.ac.id, indah.tri@lecturer.unri.ac.id
corresponding author: mauizotul.febrina0796@student.unri.ac.id

ABSTRACT

The research aims to find out vocabulary learning strategies used by male and female students. It uses quantitative methods. The research population involved second-grade students at MTs Darul Hikmah Pekanbaru. The research sample was 100 students. The researchers used questionnaires to collect data on vocabulary learning strategies. There were 34 items with 5 strategies. The result of the data showed that male and female students employed more than one strategy in learning vocabulary. Those strategies were determination, social, memory, cognitive, and meta-cognitive strategies. There are differences between male and female students using vocabulary learning strategies. The most common strategy used by male students was cognitive strategy. While, the most common strategy used by female students were cognitive, memory, determination, and meta-cognitive strategy.
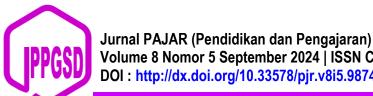
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INTRODUCTION

Mastering English vocabulary as a foreign language is one of the main goals of anyone, including students of MTs Darul Hikmah Pekanbaru. Language is an important aspect of human life. One of the most important components of language is vocabulary. Vocabulary plays a central role in spoken and written communication. Increasing vocabulary is the main goal of language learning. Teachers and learners often focus on vocabulary development in formal educational settings, such as schools and colleges. In addition, understanding and mastering vocabulary is key to becoming a good speaker when teaching foreign languages. Learning a foreign language involves memorizing vocabulary. An extensive vocabulary will significantly aid students in learning the language (Asyiah, 2017). According to Lewis (1993:89, cited in Juhana et al., 2021), vocabulary is a set of words that function as the foundation for recent sentences. Learning vocabulary is important because it can be difficult for someone to understand a text directly or indirectly if they do not understand it (Masrai & Milton, 2021). According to Muara (1980, cited in Saragih et al., 2020), language learning resources must have vocabulary, and the need to acquire new words is frequently emphasized. Vocabulary is considered the foundation of language, it is difficult to understand a language without learning its vocabulary (Zhou & Nie, 2017). As a result, learners who struggle with vocabulary find it difficult to communicate clearly (Imranuddin et al., 2017).

According to Rahman et al. (2018), a learning strategy is a plan or a method the educator uses to make it simpler for students to reach their learning goals. Vocabulary learning requires strategies for archiving competence in language learning. Oxford (1989, cited in Shi, 2017) argues that learning strategies include conscious behavioral steps that language learners use to improve the acquisition, memory, storage, and use of information. new. Learning Strategies make learning methods effective, efficient, and enjoyable. It also improves your learning speed. Strategy training leads to learner autonomy, awareness of their preferences and habits, and making them feel responsible for their learning (Besthia, 2018). Learning

strategies are important because they are problem-oriented and activity-based, and involve external thinking, direct or indirect learning support abilities, cognitive levels, awareness levels, teachability, flexibility, and efficiency in strategy selection (Wahyuni, 2018).

Vocabulary learning strategies are techniques for learning new words. It can be defined as the learning style of an individual learner that they use to enhance their learning effectiveness (Letchumanan et al., 2016). According to Berneta & Margana (2019), vocabulary-learning strategies are important in learning the vocabulary of a foreign language. It is well known that using vocabulary learning strategies (VLS) improves the way students learn a foreign language. Specific words and key learning strategies are included in vocabulary lessons to help students expand their vocabulary knowledge. Learning a large number of English words is not an easy task. Also, students cannot learn many words in limited class time. Therefore, they have to learn them independently outside the classroom. Different students may use different strategies that may affect vocabulary learning outcomes. Therefore, it is necessary to learn and retain English words efficiently and effectively using appropriate vocabulary learning strategies (Hanum et al., 2022).

However, given individual differences, male and female students may use different learning strategies. A study of Chinese high schools by Wei Na (2015) found that the strategies used were different for males and females. It is still a big problem in China. According to Wei Na (2018), gender differences in language learning are closely related to physiology and psychology. Social background and personal experience. Male and female learners have different strategies for learning vocabulary (Liach & Gallego, 2012 as cited in Soureshjani, 2017). Students should notice that each individual has different ways and strategies to comprehend their knowledge. According to them, one aspect of such differences considered to be fundamental for further discussion is gender. According to Amelia et al. (2016), They say one aspect of such differences considered fundamental to further discussion is gender. Learners are inevitably subject to change. Learners are inevitably variable. They have their ways of learning and understanding something. When learning a foreign language, they use several different strategies as a tool to help them master it independently. Many of them may not even be aware of the strategy they are using as it has become a natural and automatic process for them. And the use of these strategies will not be the same between them, due to individual differences such as gender, age, learning style, motivation, previous language learning experiences, and learners' beliefs.

MTs Darul Hikmah Pekanbaru is one of the Tsanawiyah Madrasahs in Pekanbaru that offers English to students as one of the subjects taught. In the English teaching and learning process, MTs Darul Hikmah Pekanbaru uses the 2013 Curriculum. Based on the 2013 curriculum, learning English aims to "develop communicative competence in oral and literal for information level" (BSNP 2013:308). MTs Darul Hikmah Pekanbaru students learned new words with some strategies from experiences in books, dictionaries, and other strategies. In this school, I found some problems and obstacles in students' vocabulary mastery. While I was teaching Introduction to School (PLP), I asked students to make short conversations and sentences. Many of them ask me about some English words they don't understand. The problem of students lacking vocabulary still appears in most of the courses I teach. English is a challenge for students because many of them have difficulty learning. Lack of vocabulary is one of the problems of learning English. Therefore, it seems practical to conduct research on vocabulary-learning strategies and study the strategies that male and female learners use to learn vocabulary to program vocabulary-learning strategies in teaching.

Based on the above study, similarities and differences were found between the previous research and the research that will be conducted. The similarity obtained was obtained by using the same research method, namely the quantitative method in the form of a questionnaire. However, there are also differences between the previous research conducted by the researcher. The first difference is the difference in population and place of research. The population that the researchers will chose for this research is 8th – grade students at MTs Darul Hikmah for the 2023/2024 academic year. The researcher chose the research location at MTs Darul Hikmah Pekanbaru, precisely at Jalan Manyar Sakti, Km. 12, Simpang Baru, Kec. Tampan. Pekanbaru City, Riau.

Based on the phenomena, it is clear that some male and female students had a lot of problems in using appropriate vocabulary learning strategies in learning English. Because the results that researchers have found about the preference for using vocabulary learning strategies are different among learners based on their gender, the researchers are therefore interested in studying the vocabulary. The vocabulary learning strategies for males and females need to be examined or analyzed to improve vocabulary learning strategies. With that, this research entitled " The Identification of Vocabulary Learning Strategies of Male and Female Students of MTs Darul Hikmah Pekanbaru"

METHOD

This study used quantitative method research. This research was conducted at MTs Darul Hikmah, located on Manyar Sakti Street, Km.12, Simpang Baru, Kec. Tampan, Pekanbaru, Riau. This research started in September 2023 and completed in May 2024. The population of this research was the second-grade students of MTs Darul Hikmah Pekanbaru. The total sample of students involved in the study was 100 students. It consisted of 50 males and 50 females. In determining the sample researcher used quota sampling.To obtain the data, the researcher utilized a questionnaire as an instrument for this study. A vocabulary learning strategies questionnaire based on Schmitt's (1997) taxonomy of L2 vocabulary learning and adapted from related research conducted by Nugroho (2017) was distributed.

The questionnaire has 34 items with five strategies. It consists of determination, cognitive, metacognitive, social, and memory strategies. The questionnaire used a scale Likert with four statement-level agreements. Based on the Likert scale, each statement in the questionnaire consisted of a value from 1-4 with 4 being the most positive answer (always), which can be interpreted as follows.

Table 1. Scoring Range of Likert Scale of the survey

Interpretation	Value
Never	1
Rarely	2
Often	3
Always	4

Source: Kurniawan et al., (2022)

1. **Validity Test**

The validity test is used to determine the level of the coefficient instruments used in data collection to acquire data from the respondents. According to Sugiyono (2012), the general requirement for an instrument to be considered valid is if rvalue > rtable, and if rvalue < rtable that means the variable is invalid. This study used the validity test to find out whether the research questionnaire was valid or not. This validity test was carried out with the SPSS program using the Pearson Bivariate correlation (Pearson Moment Product). The test was validated by trying out the instrument on 35 students from VIII.D and VIII.K in MTs Darul Hikmah Pekanbaru to find out if the research questionnaire was *valid*. It used *r-value > r-table* as the formula, *r-value* is the value of the calculation result in SPSS, and the *r-table* is a table that summarizes the numerical values that serve as the basis. The comparison between the r value and the *r-table* is used to determine whether the instrument items used are valid or not. To acquire the value of the r table, the formula

is df= n-2 (sig. 0,05).
So, df = 35 – 2
= 33

At df 33 with a significant level of 5% or 0.05, the *r-table* is 0.333. So, if the *r-value* > 0.333, the questionnaire is *valid*. The result of the validity test is pointed out in the table showing the *r-value* of each item > *r-table.* It means that the item of vocabulary learning strategies was stated as valid as a measuring tool for research variables because all statement items were > 0.333. To measure the students' strategy, the

questionnaire is adapted from Schmitt (1997) and adapted from Nugroho (2017). The blueprint of the questionnaire can be seen on the table 2 below:

Table 2. Questionnaire Blueprints of Vocabulary Learning Strategies

Strategies	Items	
I. Determination Strategies	Guess from textual context	1
	Bilingual dictionary	2
	Monolingual dictionary	3
	Word Lists	4
II. Social Strategies	Ask the teacher for an L1 translation	5
	Ask the teacher for a paraphrase or synonym of a new word	6
	Ask classmates for meaning	7
	Discover new meaning through group work activity	8
III. Memory Strategies	Connect word to a personal experience	9
	Connect the word to its synonyms and antonyms	10-11
	Say new words aloud when studying	12
	Study the spelling of a word	13
	Image word's meaning	14
	Group words together to study them	15
	Use new words in sentences	16
IV. Cognitive Strategies	Word lists	17
	Written and verbal repetition	18
	Verbal repetition	19
	Written repetition	20
	Take notes in class	21-22
	Keep a vocabulary notebook	23
	Use flashcards	24
V. Metacognitive Strategies	Use English-language media.	25
	Continue to study words over time	26
	Skip or pass new word or use spaced word practice	27-28
	Use English-language media	29-34

The researcher employed descriptive statistical analysis in terms of means and percentages. Moreover, the Statistical Packages for Social Sciences (SPSS) version 23 was employed in the analysis. To find out students' strategy levels obtained regarding the vocabulary learning strategies used by male and female students are presented in the table below:

Table 3. The Level of Strategy Use

Rank	Average
Low	1.00 – 2.00
Medium	2.00 – 3.00
High	3.00 – 4.00

Source: Modify from Zakiah (2020)

2. Reliability Test

The reliability test is a test in a research analysis utilized to measure a questionnaire. The reliability test is used to know whether the instrument is reliable or not. According to Ghozali (2011), it is reliable if someone's answer to an item is stable over time. The reliability measurement in this research was carried out only by one measurement. Cronbach's Alpha is the tool to measure reliability. A variable is considered to be reliable, if:

Cronbach's Alpha result > 0,60 = Reliable
Cronbach's Alpha result < 0,60 = Not Reliable

The reliability results in the table above show that Cronbach's alpha for the vocabulary learning strategy is > 0.60. Therefore, the variable indicator was evaluated as reliable as a variable measurement instrument.

3. **Normality Test**

Normality testing is part of data analysis requirements testing, so the data must be considered normal. This test aims to determine whether the sample comes from a normal population (Kadir, 2015).
1. If the significant value (sig.) > 0.05, the research data is the normal distribution.
2. If the significant value (sig.) < 0.05, the research data is not a normal distribution.

From the table above, it can be seen that the significant value of Kolmogorov-Smirnov is 0.200 for males and 0.061 for females. So, with the significant value of the data > 0.05, it can be concluded that the data is normal.

4. Homogenity Test

Homogeneity tests aim to determine whether population data have the same variance. According to Kadir (2015), the focus of data homogeneity is on the distribution of data.
1. If the significant value (sig.) > 0.05, the research data is homogenous.
2. If the significant value (sig.) < 0.05, the research data is not homogenous.

From the table 3.9, it can be seen that the significant value (Sig.) is 0.360. So, with the significant value of the data > 0.05, it can be concluded that the data is homogenous.

RESULTS AND DISCUSSION
Result

Based on the results of the questionnaire was taken from 100 students in the second year containing 50 male and 50 female students of MTs Darul Hikmah Pekanbaru in academic years 2024/2025. This research aimed to find out the identification between male and female second-year MTs Darul Hikmah Pekanbaru in learning new words and the strategies that they use in learning vocabulary. The results will be presented and analyzed based on the research.

Frequency of Vocabulary Learning Strategies Used by Male Students

1. Determination Strategies

Table 4. Determination by Male Students

No	Items	Never	Rarely	Often	Always	Mean
1	I understand the meaning of new vocabulary by guessing the meaning of words according to the context	5 (10%)	21 (42%)	21 (42%)	3 (6%)	2.44
2	I understand the meaning of new vocabulary by using the English-Indonesian dictionary	2 (4%)	26 (52%)	21 (42%)	1 (2%)	2.42
3	I understand the meaning of new vocabulary by using an English-English dictionary	13 (26%)	22 (44%)	10 (20%)	5 (10%)	2.14
4	I made a new vocabulary list	20 (40%)	21 (42%)	5 (10%)	4 (8%)	1.86
	Total	**40 (20%)**	**90 (45%)**	**57 (29%)**	**13 (7%)**	**200 (100%) 2.21**

Table 4 shows student's responses to the determination strategy used by males in vocabulary learning strategies. The result of the calculation showed that 24 of 50 students (48% at medium level) agreed that they guessed the meaning word according to context. Most of them, 22 of 50 students (44% at medium level) also agreed that they understand new vocabulary using the Indonesian–English dictionary. The overall mean of the responses to four items in this strategy is 2.21. Using the criteria listed in Table 3, this indicates that the participant's responses regarding of determination strategy used by males in vocabulary learning strategies is "medium".

2. Social Strategies

Table 5. Social Strategies by Male Students

No	Items	Never	Rarely	Often	Always	Mean
5	I asked the teacher to translate vocabulary that I didn't understand	1 (2%)	14 (28%)	25 (50%)	10 (20%)	2.88
6	I asked the teacher to provide synonyms for the new vocabulary.	14 (28%)	26 (52%)	10 (20%)	0 (0%)	1.92
7	I ask friends about the meaning of vocabulary that I don't understand	4 (8%)	10 (20%)	28 (56%)	8 (16%)	2.80
8	I work in groups with friends when doing vocabulary exercises	3 (6%)	16 (32%)	24 (48%)	7 (14%)	2.70
	Total	**22 (11%)**	**66 (33%)**	**87 (44%)**	**25 (13%)**	**200 (100%) 2.58**

Table 5 shows student's responses to the social strategy used by males in vocabulary learning strategies. The result of the calculation showed that 35 of 50 students (70% at medium level) agreed that they ask a teacher to translate words. Most of them, 36 of 50 students (72% at medium level) also agreed that they ask friends the meaning of words. Then, 31 of 50 students (62% at medium level) agreed they work in groups when doing exercise. The overall mean of the responses to four items in this strategy is 2.58. Using the criteria listed in Table 3, this indicates that the participant's responses regarding of social strategy used by males in vocabulary learning strategies is "medium".

3. Memory Strategies

Table 6. Memory Strategies by Male Students

No	Items	Never	Rarely	Often	Always	Mean
9	It is easier for me to master new vocabulary that is related to my personal experience	7 (14%)	11 (22%)	18 (36%)	14 (28%)	2.78
10	I remember new vocabulary by looking for synonyms of the word	8 (16%)	20 (40%)	14 (28%)	8 (16%)	2.44
11	I memorize new vocabulary by looking for the antonyms of the words	10 (20%)	19 (38%)	14 (28%)	7 (14%)	2.36
12	To memorize new vocabulary, I say it loudly	20 (40%)	16 (32%)	9 (18%)	5 (10%)	1.98
13	I remember new vocabulary by spelling	11 (22%)	21 (42%)	13 (26%)	5 (10%)	2.24
14	It is easier for me to master new vocabulary if look to the pictures	4 (8%)	16 (32%)	24 (48%)	6 (12%)	2.64
15	I group similar words so that I can remember them easily	4 (8%)	20 (40%)	19 (38%)	4 (8%)	2.58
16	I use new words in other sentences so that it is easy to remember them	8 (16%)	19 (38%)	19 (38%)	4 (8%)	2.38
	Total	**73 (18%)**	**142 (36%)**	**145 (36%)**	**57 (14%)**	**400 (100%) 2.42**

Table 6 shows student's responses to the memory strategy used by males in vocabulary learning strategies. The result of the calculation showed that 32 of 50 students (64% at medium level) agreed that they easier to master vocabulary-related personal experiences. Most of them, 30 of 50 students (60% at medium level) also agreed that they easier to master vocabulary by looking at the picture. The overall mean of the responses to eight items in this strategy is 2.48. Using the criteria listed in Table 3, this indicates that the participant's responses regarding of memory strategy used by males in vocabulary learning strategies is "medium".

4. Cognitive Strategies

Table 7. Cognitive Strategies by Male Students

No	Items	Never	Rarely	Often	Always	Mean
17	I made a list of new vocabulary and wrote the translation in Indonesian	7 (14%)	19 (38%)	16 (32%)	8 (16%)	2.50
18	I memorize new vocabulary outside of class time	12 (24%)	20 (40%)	8 (16%)	10 (20%)	2.32
19	I memorize vocabulary by saying the words repeated	2 (4%)	13 (26%)	13 (26%)	22 (44%)	3.10
20	I memorize vocabulary by writing the words repeated	11 (22%)	20 (40%)	11 (22%)	8 (16%)	2.32
21	I noted new vocabulary from what I hear	10 (20%)	18 (36%)	14 (28%)	8 (16%)	2.40
22	I can understand and easily remember new vocabulary if I write the vocabulary	2 (4%)	17 (34%)	23 (46%)	8 (16%)	2.74
23	I made a small English-Indonesian dictionary containing new vocabulary	27 (54%)	12 (24%)	8 (16%)	3 (6%)	1.74
24	I made flashcards (cards that contain new vocabulary)	27 (54%)	13 (26%)	8 (16%)	2 (4%)	1.70
	Total	**98 (25%)**	**132 (33%)**	**101 (25%)**	**69 (17%)**	**400 (100%)**

	2.35

Table 7 shows student's responses to the cognitive strategy used by males in vocabulary learning strategies. The result of the calculation showed that 35 of 50 students (70% at medium level) agreed that they memorize vocabulary by saying repeatedly. Most of them, 31 of 50 students (62% at medium level) also agreed that they easily remember vocabulary by writing the words. The overall mean of the responses to eight items in this strategy is 2.35. Using the criteria listed in Table 3, this indicates that the participant's responses regarding cognitive strategy used by males in vocabulary learning strategies are "medium".

5. Metacognitive Strategies

Table 8. Metacognitive Strategies by Male Students

No	Items	Never	Rarely	Often	Always	Mean
25	I learn new vocabulary from movies/TV	6 (12%)	15 (30%)	11 (22%)	18 (36%)	2.82
26	I make a plan to learn new vocabulary	14 (28%)	23 (46%)	8 (16%)	5 (10%)	2.08
27	If I do new vocabulary exercises, I skip the difficult questions	1 (2%)	17 (34%)	19 (38%)	13 (26%)	2.88
28	If I do vocabulary exercises from reading material, I look for important vocabulary/key vocabulary	8 (16%)	12 (24%)	23 (46%)	7 (14%)	2.58
29	I write new vocabulary when watching films or programs on TV	13 (26%)	24 (48%)	9 (18%)	4 (8%)	2.08
30	I listen to English music to increase my vocabulary collection	7 (14%)	15 (30%)	22 (44%)	6 (12%)	2.54
31	I look for new vocabulary using an e- dictionary	16 (32%)	16 (32%)	8 (16%)	10 (20%)	2.24
32	I look for new vocabulary using Google Translate or other translation tools	8 (16%)	9 (18%)	24 (42%)	9 (18%)	2.68
33	I learned new English vocabulary when playing offline video games	9 (18%)	13 (26%)	11 (22%)	17 (34%)	2.72
34	I learn new vocabulary when playing online video games	9 (18%)	13 (26%)	9 (18%)	19 (38%)	2.76
	Total	**98 (25%)**	**132 (33%)**	**101 (25%)**	**69 (17%)**	**400 (100%) 2.35**

Table 8 shows student's responses to the metacognitive strategy used by males in vocabulary learning strategies. The result of the calculation showed that 32 of 50 students (64% at medium level) agreed that they skip difficult vocabulary. Most of them, 30 of 50 students (60% at medium level) also agreed that they look for keys in vocabulary if do exercise. Then, 33 of 50 students (60% at medium level) agreed that they use Google translate tools. The overall mean of the responses to ten items in this strategy is 2.54. Using the criteria listed in Table 3, this indicates that the participant's responses regarding metacognitive strategy used by males in vocabulary learning strategies are "medium".

Frequency of Vocabulary Learning Strategies Used by Female Students
1. Determination Strategies

Table 9. Determination Strategies by Female Students

No	Items	Never	Rarely	Often	Always	Mean
1	I understand the meaning of new vocabulary by guessing the meaning of words according to the context	1 (2%)	13 (26%)	27 (54%)	9 (18%)	2,88
2	I understand the meaning of new vocabulary by using the English-Indonesian dictionary	0 (0%)	9 (18%)	26 (52%)	15 (30%)	3.12
3	I understand the meaning of new vocabulary by using an English-English dictionary	12 (24%)	23 (46%)	9 (18%)	6 (12%)	2.18
4	I made a new vocabulary list	8 (16%)	31 (62%)	10 (20%)	1 (2%)	2.08
	Total	**21 (11%)**	**76 (38%)**	**72 (36%)**	**31 (16%)**	**200 (100%) 2.57**

Table 9 shows student's responses to the determination strategy used by females in vocabulary learning strategies. The result of the calculation showed that 36 of 50 students (72% at medium level) agreed that they guessed the meaning word according to context. Most of them, 41 of 50 students (82% at high level) they also agreed that they understand new vocabulary using the Indonesian–English dictionary. The overall mean of the responses to four items in this strategy is 2.57. Using the criteria listed in Table 3, this indicates that the participant's responses regarding the determination strategy used by females in vocabulary learning strategies are "medium".

2. Social Strategies

Table 10. Social Strategies by Female Students

No	Items	Never	Rarely	Often	Always	Mean
5	I asked the teacher to translate vocabulary that I didn't understand	0 (0%)	14 (28%)	22 (44%)	14 (28%)	3.00
6	I asked the teacher to provide synonyms for the new vocabulary.	9 (18%)	30 (60%)	8 (16%)	3 (6%)	2.10
7	I ask friends about the meaning of vocabulary that I don't understand	0 (0%)	5 (10%)	26 (52%)	19 (38%)	3.28
8	I work in groups with friends when doing vocabulary exercises	1 (2%)	14 (28%)	31 (62%)	4 (8%)	2.76
	Total	**10 (5%)**	**63 (32%)**	**87 (44%)**	**40 (20%)**	**200 (100%) 2.79**

Table 10 shows student's responses to the social strategy used by females in vocabulary learning strategies. The result of the calculation showed that 36 of 50 students (72% at high level) agreed that they ask a teacher to translate words. Most of them, 45 of 50 students (90% at high level) also agreed that they ask friends the meaning of words. Then, 35 of 50 students (70% at medium level) agreed they work in groups when doing exercise. The overall mean of the responses to four items in this strategy is 2.79. Using the criteria listed in Table 3, this indicates that the participant's responses regarding social strategy used by females in vocabulary learning strategies are "medium".

3. Memory Strategies

Table 11. Memory Strategies by Female Students

No	Items	Never	Rarely	Often	Always	Mean
9	It is easier for me to master new vocabulary that is related to my personal experience	1 (2%)	7 (14%)	25 (50%)	17 (34%)	3.16
10	I remember new vocabulary by looking for synonyms of the word	0 (0%)	27 (54%)	19 (38%)	4 (8%)	2.54
11	I memorize new vocabulary by looking for the antonyms of the words	4 (8%)	28 (56%)	15 (30%)	3 (6%)	2.34
12	To memorize new vocabulary, I say it loudly	11 (22%)	29 (58%)	6 (12%)	4 (8%)	2.06
13	I remember new vocabulary by spelling	6 (12%)	23 (46%)	19 (38%)	2 (4%)	2.34
14	It is easier for me to master new vocabulary if look to the pictures	1 (2%)	11 (22%)	22 (44%)	16 (32%)	3.06
15	I group similar words so that I can remember them easily	0 (0%)	14 (28%)	24 (48%)	12 (24%)	2.96
16	I use new words in other sentences so that it is easy to remember them	2 (4%)	20 (40%)	22 (44%)	6 (12%)	2.64
	Total	**25 (6%)**	**159 (40%)**	**152 (38%)**	**68 (16%)**	**400 (100%) 2.51**

Table 11 shows student's responses to the memory strategy used by females in vocabulary learning strategies. The result of the calculation showed that 42 of 50 students (84% at a high level) agreed that they easier to master vocabulary-related personal experiences. Most of them, 38 of 50 students (76% at a high level) also agreed that they easier to master vocabulary by looking at the picture. The overall mean of the responses to eight items in this strategy is 2.51. Using the criteria listed in Table 3, this indicates that the participant's responses regarding of memory strategy used by females in vocabulary learning strategies is "medium".

4. Cognitive Strategies

Table 12. Cognitive Strategies by Female Students

No	Items	Never	Rarely	Often	Always	Mean
17	I made a list of new vocabulary and wrote the translation in Indonesian	1 (2%)	13 (26%)	29 (58%)	7 (14%)	2.84
18	I memorize new vocabulary outside of class time	6 (12%)	27 (54%)	14 (28%)	3 (6%)	2.28
19	I memorize vocabulary by saying the words repeated	0 (0%)	6 (12%)	22 (44%)	22 (44%)	3.32
20	I memorize vocabulary by writing the words repeated	8 (16%)	24 (48%)	14 (28%)	4 (8%)	2.28
21	I noted new vocabulary from what I hear	3 (6%)	22 (44%)	18 (36%)	7 (14%)	2.58
22	I can understand and easily remember new vocabulary if I write the vocabulary	1 (2%)	11 (22%)	29 (58%)	9 (18%)	2.92
23	I made a small English-Indonesian dictionary containing new vocabulary	19 (38%)	22 (44%)	7 (14%)	2 (4%)	1.84
24	I made flashcards (cards that contain new vocabulary)	25 (50%)	21 (42%)	4 (8%)	0 (0%)	1.58
	Total	**63 (16%)**	**146 (37%)**	**137 (34%)**	**54 (14%)**	**400 (100%)**

	2.45

Table 12 shows student's responses to the cognitive strategy used by females in vocabulary learning strategies. The result of the calculation showed that 36 of 50 students (72% at medium level) agreed that they made a list of new vocabulary. Most of them, 44 of 50 students (62% at high level) also agreed that they memorize vocabulary by saying repeatedly. Then, 38 of 50 students (76% at medium level) agreed that they remember vocabulary by writing the words. The overall mean of the responses to eight items in this strategy is 2.45. Using the criteria listed in Table 3, this indicates that the participant's responses regarding cognitive strategy used by females in vocabulary learning strategies are "medium".

5. Metacognitive Strategies

Table 13. Metacognitive Strategies by Female

No	Items	Never	Rarely	Often	Always	Mean
25	I learn new vocabulary from movies/TV	6 (12%)	13 (26%)	19 (38%)	12 (24%)	2.74
26	I make a plan to learn new vocabulary	6 (12%)	21 (42%)	17 (34%)	6 (12%)	2.46
27	If I do new vocabulary exercises, I skip the difficult questions	0 (0%)	10 (20%)	22 (44%)	18 (36%)	3.16
28	If I do vocabulary exercises from reading material, I look for important vocabulary/key vocabulary	2 (4%)	9 (18%)	23 (46%)	16 (32%)	3.06
29	I write new vocabulary when watching films or programs on TV	12 (24%)	28 (56%)	8 (18%)	2 (4%)	2.00
30	I listen to English music to increase my vocabulary collection	2 (4%)	16 (32%)	18 (36%)	14 (28%)	2.88
31	I look for new vocabulary using an e- dictionary	13 (26%)	21 (42%)	12 (24%)	4 (8%)	2.14
32	I look for new vocabulary using Google Translate or other translation tools	2 (4%)	12 (24%)	17 (34%)	19 (38%)	3.06
33	I learned new English vocabulary when playing offline video games	6 (12%)	27 (54%)	8 (16%)	9 (18%)	2.40
34	I learn new vocabulary when playing online video games	6 (12%)	19 (38%)	17 (34%)	8 (16%)	2.54
	Total	**55 (11%)**	**176 (35%)**	**161 (32%)**	**108 (22%)**	**500 (100%) 2.64**

Table 13 shows student's responses to the metacognitive strategy used by females in vocabulary learning strategies. The result of the calculation showed that 30 of 50 students (80% at high level) agreed that they skip difficult vocabulary. Most of them, 39 of 50 students (78% at high level) also agreed that they look for keys in vocabulary if do exercise. Then, 32 of 50 students (64% at medium level) agreed that they listen to English music to increase vocabulary collection. 36 of 50 students (72% at high level) agreed that they use Google translate tools. The overall mean of the responses to ten items in this strategy is 2.64. Using the criteria listed in Table 3, this indicates that the participant's responses regarding metacognitive strategy used by females in vocabulary learning strategies are "medium".

6. The Most common strategies Used by Male and Female Students

Table 14. Most Commonly Used Strategies by Male and Female Students

SEX	ITEMS	STRATEGY	MEAN
Male	Ask the teacher to translate vocabulary	Social	2.88
Female	Ask friends about the meaning of vocabulary	Social	3.28

Table 14 shows the most common vocabulary learning strategies used by male and female students. The most common strategy used by male students was "ask the teacher to translate vocabulary" on social strategy with a mean of 2.88. While female students used "ask friends about the meaning of vocabulary" on social strategy with a mean of 3.28.

7. The Least Common Strategies Used by Male and Female Students

Table 15. Least Commonly Used Strategies by Male and Female Students

SEX	ITEMS	STRATEGY	MEAN
Male	Made a new vocabulary list	Determination	1.86
Female	Made flashcard	Cognitive	1.58

Table 15 shows the least common vocabulary learning strategies used by male and female students. The least common strategy used by male students was "made a new vocabulary list" on the determination strategy with a mean of 1.86. While female students least commonly used "made flashcards" on cognitive strategy with a mean of 1.58.

DISCUSSION
First, the results reveal that most of male students used social strategy, especially in asking the teacher to translate vocabulary. Most of the female students used social strategy too, especially in asking friends about the meaning of words. This finding supports the study conducted by Al-Bidawi (2018) who discovered that most of the Saudi undergraduate EFL students used social strategies that enabled them students to interact with others and develop emotional skills, such as empathy. It occurs with Rabdi (2016), who considered the item "ask instructors of English for the Arabic translation of new lexical items" recording the highest frequency of social strategies used.

Secondly, the research findings indicate that male students least common determination strategy, especially in making a new vocabulary list. While female students least commonly used cognitive strategy, especially in making flashcards. This finding supports the study conducted by Ortalisje and Metboki (2020), who considered the least used strategy is the determination strategy, namely using a monolingual dictionary and creating a collection of difficult words in context. It occurs, that research findings in the least strategy used by female students support the study conducted by Baihaqi et al., (2023), the findings showed that intermediate EFL undergraduate learners use cognitive strategy as a medium even rarely. As illustrated, the sub-strategy rarely used was the item "making word with picture" with a mean value is 2.82.

Different from this finding research, a study by Ansyari and Rahmi (2016), the finding who was found that both male and female students' strategies preferences were metacognitive strategy was the highest commonly used by males and females to improve their vocabulary. Then the findings of other research found that males and females have different preferences. From the data analysis from Aslam (2009), he found that the strategies preference by male students was metacognitive strategy, while females were compensation strategy. Moreover, Jamaris (2013) commented that the metacognitive strategy dominantly student apply to improve their vocabulary. Imranuddin et al., (2017), the result of the study showed that determination was the most frequently applied vocabulary learning strategy by the students which means was 3.50 with the predicate "often".

Based on the results mentioned above, the researcher concluded that students' findings show the overall means of male and female students regarding the most commonly used vocabulary learning strategies. Most male students used social strategy in item" ask the teacher to translate vocabulary" is 2.88 which included in the medium level. While most female students used social strategy in the item" ask friends about the meaning of vocabulary" is 3.28 which is included in the high level. And addition, vocabulary learning strategies are least commonly used by male students in determination strategy with an overall mean of 1.86 which is included in the low level. And female students were least commonly used in cognitive strategy with an overall mean of 1.58 which is included in the low level.

CONCLUSIONS AND RECOMMENDATION

Based on the data obtained and the explanation in the previous chapter, the conclusions of this research were drawn based on the results of related research to answer the research questions in this study. Vocabulary learning strategies are important to use and it is a must to be aware. This study shows that "ask the teacher to translate vocabulary" and "ask friends about the meaning of vocabulary" are favored. Nonetheless, they cannot just focus on those strategies and obey or ignore others' strategies, because as we know different learning situations need different strategies. Both teachers and students must be aware of the differences in the strategies used by male and female students. There is a need for further researchers to conduct the research, especially in the identification of vocabulary learning strategies of male and female students.

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