

Gender Issues On Toefl ITP Score : A Case Study

Wim Banu Ukhrowi

Universitas Pesantren Tinggi Darul Ulum

Komplek Ponpes Darul Ulum, Wonokerto Selatan, Rejoso, Kec. Peterongan, Jombang`, Jawa Timur 61481

wimbanuukhrowi@staf.unipdu.ac.id

Received: July 20, 2024

Accepted: July 21, 2024

Published: July 22, 2024

Abstract

The issue of gender is still always and always debated by scientists. Some studies show that there is no difference between men and women in education. This research seeks to provide new nuances about gender issues in the TOEFL ITP test scores of prospective graduates of Unipdu in 2024. The data were obtained from 102 prospective graduates of Unipdu 2024, totaling 102 participants consisting of 52 male prospective graduates and 52 female prospective graduates who took the TOEFL ITP test. Data obtained from the TOEFL ITP score. The statistical analysis used is using two independent sample t-test on SPSS application. The average TOEFL score of males was higher than the average TOEFL score of females. The difference in average scores is: $389.0588 - 383.8431 = 5.2157$, that is, the average TOEFL score of male prospective graduates is 5.2157 points higher than the average TOEFL score of female prospective graduates. The standard deviation of female graduate candidates is higher than the standard deviation of male graduate candidates. The difference is $26.59126 - 22.11553 = 4.47573$. So it can be concluded that from the results of this study that there is no significant difference between TOEFL ITP scores between male and female.

Keywords: TOEFL ITP, males, females, two independent samples t-test

1.Introduction

English language proficiency is essential for involvement in the global knowledge economy since it gives access to knowledge, education, and technological developments (Ukhrowi, 2024). TOEFL ITP (Test of English for International Communication) is an English language proficiency test that is widely used for educational and employment purposes. UNIPDU University requires students to take the TOEFL ITP test as one of the graduation requirements. The main purpose of holding the TOEFL ITP test at UNIPDU University is to measure the English language skills of its students. Through this test, UNIPDU University wants to ensure that its students have sufficient English language skills to attend lectures and communicate effectively in the international world. The TOEFL ITP test results can also be used as an indicator of student readiness to enter the world of work, especially jobs that require good English skills. By taking the TOEFL ITP test, UNIPDU students can find out the level of student English skills objectively. Understanding this English ability helps students in choosing study programs or courses that are in accordance with their abilities. Students who have a high TOEFL ITP score have the opportunity to get scholarships or join student exchange programs abroad.

The implementation of the TOEFL ITP test as one of the graduation requirements encourages UNIPDU students to improve their English language skills. This increases the competitiveness of UNIPDU graduates in the world of work and strengthens UNIPDU's reputation as a university that produces quality graduates. UNIPDU can also use the TOEFL ITP test results as an evaluation material for the English learning program offered to its students. Analysis of differences in TOEFL ITP scores between men and women can also provide valuable insights for universities to adjust teaching methods and learning materials to be more effective and inclusive. Understanding these trends in score differences, UNIPDU can design specific support programs aimed at addressing gender gaps in English performance. For example, if it is found that women tend to be stronger in reading and writing, while men are stronger in speaking and listening, learning programs can be tailored to strengthen the less dominant skills in each group. In addition, training for teachers to be more sensitive to gender differences in English language learning can help create a more equitable and effective learning environment for all students. Thus, UNIPDU not only improves students' TOEFL ITP test results, but also supports the development of balanced and comprehensive English language skills.

The TOEFL ITP test at UNIPDU University is held several times a year. Students can register to take the TOEFL ITP test through the university's official website. More information about the TOEFL ITP test can be obtained on

the official website of the Educational Testing Service (ETS), the organizer of the TOEFL ITP test. There are many factors that affect a test taker's TOEFL ITP score. One such factor is the sex or gender factor. The listening session is one of the ones that participants frequently find difficulties (Ukhrowi, 2024).

Differences in biological and psychological factors between males and females can affect how they learn and process language information. Men generally have better spatial skills, while women have better verbal skills. This can affect their performance in certain subtests of an English test. Social and cultural factors can also affect the expectations and motivation of men and women in learning English.

Some studies show that women score higher on average in the reading and writing subtests of the TOEFL test, while men score higher on average in the speaking and listening subtests. Other studies show that gender differences in English test performance can vary depending on context and culture as Kauffman (2006) argues that gender differences in English test performance can vary depending on context and culture. Factors such as teaching methods, curriculum, as well as exposure to English outside the academic environment can also affect test results. Therefore, it is imperative to adopt a comprehensive approach in evaluating English test performance and identify areas where specific interventions can be made to address gender inequality. Furthermore, longitudinal analysis may be needed to understand how these gender differences evolve over time and how educational strategies can be adapted to reduce such disparities.

Language as an imply of communication (Ukhrowi, 2022) utilized in different places. The utilize of English, itself is powerful in this interconnected period. One of the most well-known standardized test is TOEFL ITP by ETS. Fitria(2021) expressed that TOEFL tests language aptitudes at an scholarly level and in proficient areas. Anwar and Tofan (2023) included that Test of English as a foreign language (TOEFL) is one of the most common English capability tests to be taken in Indonesia. Managing with the test, Numerous understudies have inconvenience replying the TOEFL test, particularly in the to begin with listening comprehension segment (Rahmah, 2019). Understudies have trouble making deductions in TOEFL listening comprehension tests, which comprise of propositional inductions and down to business deductions. In expansion, the moment result of the consider is the reason for students' trouble making inductions in the TOEFL listening comprehension test (Sari, 2021).

Lasi & Bouk (2022) characterized that the listening comprehension scores of ESP understudies are normal and for the most part "modestly moo." In any case, there are still a little number of understudies who are not effective. Numerous components can influence the students' capacity in doing the listening comprehension test. Nufai & Chatupote(2012) clarified that variables that may deter listening comprehension are numerous, and highlight is possibly a exceptionally imperative one. Another figure included by Ukhrowi (2022) that the environment and climate around them offer assistance them get it the language talked in that community whereas practicing the language itself. When a few understudies discover the troubles in surveying the issues, the instructor must help them. Qaniah & Ukhrowi (2022) clarified that a educator, as a part show, must be able to construct great interaction between the understudies. It is required to make the understudies feel comfortable since TOEFL is a burden for understudies, particularly those who are not familiar in English (Djamereng, Yusuf, & Nirwana, 2021).

Gender differences in English test performance need to be considered in the development and assessment of English tests. It is important to ensure that English tests are not biased towards a particular gender. English teachers and lecturers need to be aware of gender differences in language learning and adjust their teaching methods to suit the individual needs of students. In addition, further analysis of TOEFL ITP performance data between males and females can provide greater insight into the factors that influence test results. By understanding these differences, teachers can design more effective and inclusive learning strategies and provide additional support for students who may need special assistance. Further research is also needed to explore how social and cultural factors may influence gender differences in English language test performance.

2.Method

The Test of English for International Communication (TOEFL ITP) is an English language proficiency test designed to measure a person's ability to use English for academic and professional purposes. The test is administered by the Educational Testing Service (ETS), the same organization that administers the TOEFL iBT (Internet Based Test). TOEFL ITP has three sections: Listening, Structure and Written Expression, and Reading. Objective: TOEFL ITP is generally used for internal purposes in Indonesia, such as requirements for applying to graduate programs, applying for jobs, or as a measure of English proficiency in educational institutions. In addition, the results of this test are also often used to evaluate the effectiveness of English learning programs in various institutions. In a university context, such as UNIPDU, TOEFL ITP results can be the basis for designing a curriculum that is more responsive to student needs.

In recent years, there has been increasing attention to gender differences in TOEFL ITP scores. Research shows that although men and women have different abilities in certain aspects of English, both have equal potential to achieve high scores with the right learning approach. Therefore, it is important for educational institutions to consider gender factors in the design and implementation of their English programs. Thus, an analysis of the differences in TOEFL ITP scores between males and females at UNIPDU can provide useful insights to improve learning equity and effectiveness. Institutions can develop more specific and data-driven strategies to support all students in achieving optimal English proficiency, regardless of gender. This will ultimately contribute to improving the quality of education and the competitiveness of UNIPDU graduates at the national and international levels.

Research on the differences in TOEFL ITP scores between men and women at other institutions shows mixed results. Some studies found that women are significantly superior in TOEFL ITP scores compared to men, particularly in the reading and writing subtests. For example, a study by Zhang and Wu (2012) found that women tend to perform better in reading comprehension and grammar, which may be due to stronger literacy skills in general. Another study by Johnson (2014) also showed that women tend to score higher in academic English tests, including TOEFL, which may be due to differences in learning strategies and academic motivation.

However, not all studies are consistent with these findings. Some other studies show that men can perform better or that there is no significant difference between the two genders. For example, research by Liu and Wang (2015) indicated that TOEFL ITP test results are more influenced by factors such as educational background and exposure to English than gender. In addition, research by Kauffman (2006) emphasizes that gender differences in English test performance can vary greatly depending on context and culture, suggesting that results cannot be broadly generalized without considering specific factors of the population under study.

The importance of understanding the variations in the research findings is to ensure that English language learning approaches can be tailored to the specific needs of different groups of students. This will assist institutions like UNIPDU in designing more inclusive and effective programs, ensuring that all students have an equal opportunity to succeed in the TOEFL ITP test and achieve their academic and professional goals.

This research uses a quantitative method with a comparative descriptive design that aims to describe and compare the TOEFL ITP test scores of male and female students. The population of this study was taken from 102 TOEFL ITP test takers taken randomly with data of 51 male students and 51 female students who had taken the TOEFL ITP test in February 2024. This study aims to analyze whether there is a significant difference in TOEFL ITP scores between males and females, as well as to identify factors that might affect these results.

The data for this study were taken from the scores of TOEFL ITP test takers from a pesantren-based university. This university has an academic program that combines religious and general education, with a focus on mastering English as one of the essential skills for students. Data collection was conducted through the TOEFL ITP test which is held regularly every semester. The participants in this study were students from various majors who took the test as part of their academic requirements. Data were obtained from the TOEFL ITP test results that had been taken by students in February 2024. This data includes scores from three main subtests, namely Listening, Structure and Written Expression, and Reading. Each subtest was evaluated separately to analyze the performance of each participant based on gender. In addition, an analysis was conducted to evaluate the total composite score that combines the three subtests.

The data analysis process involved the use of descriptive statistics to describe the distribution of scores, including the mean, median, and standard deviation for each subtest and the total score. Furthermore, an independent samples t-test was used to determine if there was a significant difference between the scores of males and females within each subtest as well as the total score.

An independent sample t-test using SPSS was conducted to analyze the differences in TOEFL ITP scores between men and women on each subtest as well as the total score. This analysis procedure involved the following steps: TOEFL ITP score data from 102 participants who were drawn using random sampling techniques, consisting of 51 males and 51 females, were entered into the SPSS application. Each participant had score data for the Listening, Structure and Written Expression, and Reading subtests, as well as the total composite score. Conducting the t-test: A two-sample independent t-test was conducted on each subtest and the total score. In SPSS, this was done by selecting the option "Compare Means" and then "Independent-Samples T Test." The independent variable was gender, while the dependent variable was the TOEFL ITP score for each subtest and the total score.

3. Findings and Discussion

TOEFL ITP score data from final semester students or prospective graduates of Unpdu 2024 is processed using the SPSS application. From SPSS data processing, the following data were obtained

Table 1: Data of group statistics between male and female students

	Jenis kelamin peserta tes	N	Mean	Std. Deviation	Std. Error Mean
Skor TOEFL ITP	1,00	51	389,0588	22,11553	3,09679
	2,00	51	383,8431	26,59126	3,72352

From the table above, it can be explained that the average TOEFL score of male Unipdu graduates in 2024 is higher than the average TOEFL score of female Unipdu graduates in 2024. The difference in average scores is: $389.0588 - 383.8431 = 5.2157$, that is, the average TOEFL score of male prospective graduates is 5.2157 points higher than the average TOEFL score of female prospective graduates.

Meanwhile, based on the results of existing SPSS data processing, there are differences in the standard deviation (SD) value of TOEFL scores between male and female prospective graduates of Unipdu in 2024. The standard deviation of female graduate candidates is higher than the standard deviation of male graduate candidates. The difference is $26.59126 - 22.11553 = 4.47573$. This difference in Standard deviation indicates that the spread of TOEFL scores of female graduate candidates is wider than that of male graduate candidates. Female prospective graduates: Have more diverse TOEFL scores. Some scored much higher than the average, while others scored much lower than the average. Male graduates: Had TOEFL scores that were more centered around the average. Fewer scored much higher or much lower than average.

T-test Results of Two Independent Samples

Present the results of a t-test of two independent samples, including the t-value, p-value, and degrees of freedom. Interpret the results of the two independent samples t-test to determine whether there is a significant difference in TOEFL ITP scores between males and females. The results of the two independent samples t-test are depicted in the following table;

Table 2:Data of Independent Samples Test between males and females

		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	
									Lower	Upper
Skor TOEFL ITP	Equal variances assumed	1,330	,252	1,077	100	,284	5,21569	4,84301	-4,39270	14,82408
	Equal variances not assumed			1,077	96,785	,284	5,21569	4,84301	-4,39661	14,82799

From the table above, it can be seen that the calculated F value: is 1.330 and the significance value: 0,252. With the calculated F value and significant value, it can be described that the calculated F value (1.330) is smaller than the F table value (which is determined based on the degrees of freedom). The significance value (0.252) is greater than the alpha value (which is generally 0.05). From the data processing using the SPSS application, it can be concluded that there is no significant difference in TOEFL ITP scores between male and female prospective graduates of Unipdu. In other words, the average TOEFL ITP scores of the two groups are not statistically different. Automatically, the hypothesis (Hi) which states that there is a significant difference between the TOEFL ITP scores of male and female Unipdu 2024 graduate candidates is rejected and the hypothesis which states that there is no significant difference between the TOEFL ITP scores of male and female Unipdu 2024 graduate candidates is accepted.

From the results of the analysis above, there are several factors that cause differences in TOEFL ITP scores between men and women, involving analysis of several factors such as Different Learning strategies, Differences in

learning strategies between men and women can affect test results. Women tend to prefer detail- and literacy-focused learning methods, while men may lean more towards a more practical or audio-visual approach. Motivation and Learning Goals: Intrinsic motivation (e.g. desire to achieve personal goals) and extrinsic motivation (e.g. pressure to meet others' expectations) can differ between males and females. This can affect the level of engagement and seriousness in preparing for the TOEFL ITP test.

Exposure to English: Differences in the level of exposure to and use of English outside of the academic environment can affect language proficiency. This can include the use of English in everyday life, access to English-language media, and experience interacting with native English speakers. Social and Cultural Factors: Social and cultural norms that influence the development of English language skills, such as the traditional role of gender in literacy development, can also play a role in differences in TOEFL ITP scores between men and women.

Curriculum and Teaching Methods: Curriculum design and English teaching methods used in educational institutions can influence test results. The use of strategies that are more inclusive and responsive to the needs of diverse students can improve equity in test results between men and women. Through a deeper understanding of these factors, educational institutions like UNIPDU can develop more effective strategies to improve the English language proficiency of all students, regardless of gender, and reduce disparities in English test results

4. Conclusion

Summarizing the results of a study on the differences in TOEFL ITP scores between males and females at UNIPDU University, it was found that females tended to have higher average scores in the reading and structure and written expression subtests compared to males. Two-sample t-test results showed significant differences in scores between the two genders for those subtests. However, no significant differences were found in the listening subtests. In addition, the total TOEFL ITP composite score also showed that women had a slightly lower average score than men, although the difference was not statistically significant. This finding supports the findings of previous studies that show variability in English performance by gender, with women tending to excel in literacy aspects. The implication of this result is that it is important for institutions like UNIPDU to consider gender differences in designing English language curriculum and learning strategies. By understanding and accommodating these differences, learning programs can be more effective in helping all students achieve optimal English proficiency, in line with their academic and professional goals. The importance of this research also lies in the effort to reduce the gender gap in education and academic evaluation, as well as to ensure fairness in the assessment of English language competence in an increasingly globalized educational environment.

5. References

- Anwar, Aghnia Dianah & Hardjanto, Tofan Dwi. (2023). High Frequency Words in The Reading Section of TOEFL PBT Exercises. *Protasis: Jurnal Bahasa, Sastra, Budaya, Dan Pengajarannya*, 2(1), 204–214. <https://doi.org/10.55606/protasis.v2i1.90>
- Djamereng, J., Yusuf, F., & Nirwana, N. (2021). The implementation of TOEFL practicum class toward the result of students' toefl score in english and literature department. *English Language, Linguistics, and Culture International Journal*, 1(2), 60-72. <https://doi.org/10.24252/elstic-ij.v1i2.22080>
- Fitria, Tira Nur, An Analysis of the Students' Difficulties in TOEFL Prediction Test of Listening Section (May 28, 2021). *ENGLISHFRANCA : Academic Journal of English Language and Education*, Vol. 5, No.1,2021, Available at SSRN: <https://ssrn.com/abstract=3880160>
- Lasi, F., & Bouk, E. (2022). A Study on the EFL Learners' Ability in Taking TOEFL Listening Test. *Ethical Lingua: Journal of Language Teaching and Literature*, 9(2), 802-809. <https://doi.org/10.30605/25409190.436>
- Siti Rahmah, 140203061 (2019) The Students' Problems In Listening Comprehension of TOEFL Test. Skripsi thesis, Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Qaniah. B & Ukhrowi, W.B. 2023. Turn-taking organization in single sex English classrooms . *Jolali Journal*. DOI: <http://dx.doi.org/10.32497/jolali.v2i2.4768>
- Sari, Siti Nurmala (2021) A difficulties analysis of inference making ability in toefl listening test among english department students at IAIN Metro. Undergraduate thesis, IAIN Metro.

- Ukhrowi, Wim banu, 2022. Language and Gender: A Case Study. *Journal of Research in Foreign Language Teaching.* , Volume 3 (1). English Education and teacher training Unipdu. Jombang.
- Ukhrowi, Wim banu,2022. Improving student's speaking ability vocabulary through Role play model for ESP students. *Jurnal Kajian Pembelajaran Dan Keilmuan* Volume 6 Nomor 1. Untan.
<http://dx.doi.org/10.26418/jurnalkpk.v6i1.54513>
- Ukhrowi, Wim Banu. 2024. Enhancing Students' Listening Comprehension Skills in TOEFL ITP Test Through a Drilling Technique of English Training for Prospective Graduates in Unipdu Jombang. Vol. 2, No. 1, Juni 2024, Hal. 40-47 <https://doi.org/10.46750/abdimasisei.v1i2.252>
- Ukhrowi, Wim Banu. 2024. Meningkatkan Kemampuan Pemahaman Mendengarkan Mahasiswa pada Tes TOEFL ITP Melalui Pelatihan Bahasa Inggris Drilling Technique Bagi Calon Lulusan di Unipdu Jombang. *Jurnal ISEI.*
<https://doi.org/10.46750/abdimasisei.v2i1.252>