ABSTRACT

Putri Riyantika, Novia, 2024. *Vocabulary Learning Strategies in Learning New Words for EFL Learners Based on Gender Differences.* Thesis English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisors: (1) Dr. Hanafi, M.Pd (2) Kristi Nuraini, M.Pd

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This thesis explores vocabulary learning strategies among EFL learners at Universitas Muhammadiyah Jember, focusing on gender differences. The study employed qualitative methods to gather data from 30 participants through questionnaires and interviews. Findings indicate distinct approaches between male and female learners in discovering and consolidating vocabulary. Females often utilize social interactions and auditory methods, while males prefer visual aids and systematic techniques such as spaced repetition. These findings underscore the importance of adapting teaching methods to accommodate gender-specific learning preferences.

Based on the results of the analysis, female EFL learners demonstrate a preference for collaborative learning through social interactions and auditory learning methods like music and conversations with native speakers. In contrast, male learners tend to favor visual aids such as diagrams and systematic approaches including spaced repetition and word lists for consolidating new vocabulary.

From the research results, it can be concluded that understanding gender-specific preferences in vocabulary learning strategies is crucial for optimizing language education. Educators should tailor instructional materials and methods to cater to these diverse learning styles, thereby enhancing the effectiveness and inclusivity of EFL learning environments.