

CHAPTER IV

CONCLUSION

The difference between male and female can be found not only in their biological characteristics but also in their spatial abilities. Females have better fluency and facilities in language than males. According to David G. Myers, boys are often slower to develop language (1989: 132). It may be because of the significant difference in male and female's brain and several environmental factors.

The differences that occur seem to appear among children. On measures of verbal fluency, girls usually do better than boys. Girls learn a little earlier than boys to talk, to use sentences and to use greater variety of words. They also speak more clearly, read earlier, and do consistently better than boys in tests of spelling and grammar. According to Arno F. Wittig and Gurney William women usually out-perform men on almost all measures of language ability. They tend to be more fluent in speaking and writing, have bigger vocabularies and more sensitive to grammar (1984: 278).

In this study, the writer chose forth year students of SD Negeri Bunulrejo I and SD Negeri II Malang as the respondents upon consideration that they are still in the critical period of language acquisition. From the

observation, the writer found that female students' achievement is higher than male students' achievement. Male students' achievements range from 43 to 87, while female students' achievements range from 65 to 92. The mean value of male students' achievements is 63.6 and the mean value of female students' achievements is 78.8.

From the statistical computation the writer found that there is a significant relationship between sex and children's vocabulary mastery [$r = -0.614$]. 41,1% of children's mastery of vocabulary is influenced by sex. This result supports Gage and Berliner's idea that girls learn a little earlier than boys to talk, to use sentence and use greater variety of words (1984: 200).

Mastering vocabulary is influenced by many factors. The main factors that influence children's vocabulary mastery are sex and their linguistics knowledge. Besides, there are many other factors that affect children's mastery of vocabulary. These factors can be distinguished into internal and external factors. The internal factors are such as motivation to read and readiness of students in doing the test. The external factors are, for instance, teaching method obtained by the students, the teacher and family.

The study apparently presents that female students have better vocabulary mastery than that of male's. Besides, because of the sex and their linguistic knowledge, it is also because female students have higher

motivation to maintain their language facilities, including developing their vocabulary. Female students have higher motivation to read books or any sources than male students. Most female students (93.3%) have reading as their hobby. On the other hand, only few male students (33.3%) like reading. This condition caused female students have better linguistic knowledge than that of male's.

The teacher is the main factor for students' success in their study. The way the teacher explains the materials affects the success of studying process. Teachers should be communicative and always give clear explanation to the students. Teachers should use an appropriate teaching method so that the students can understand the materials well. Both students and teachers should be active participants in the classroom. The members of the family also give meaningful contribution towards students' vocabulary. Usually children who have brothers or sisters will often build more conversations than those who are the only child in the family. When they talk to anyone else, sometimes they find new words. Those new words unconsciously enrich their vocabulary. Sometimes they also imitate words used by their father, mother, brother and sister. If they do not know the meaning of a new word, they would rather ask their father than their mother. It is because fathers tend to be more intense and demanding in the

communication, using more direct questions and a wider range of vocabulary.

In order to develop or enrich their mastery of vocabulary, male students need to be more motivated to read books or any sources and build more conversations with others. By reading books, magazines, etc. and building more conversation, students will get much information and found new words. It may also reduce the differences between male and female students' vocabulary mastery.

BIBLIOGRAPHY