

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

This study is to find whether there is any difference between female students and male students in verbal abilities especially in reading proficiency. Differences between male and female in cognitive pattern are well established. On average females have more verbal ability than males, while males have better visuo-spatial skills. Reading is a particular type of cognitive behaviour which is based on certain kinds of knowledge which form a part of reader's cognitive structure.

The brain is one factor which causes the verbal ability differences between male and female. Female left hemisphere starts to become more efficient at verbal tasks and gradually less efficient at visual spatial ones. Male brains are taught to do exactly the opposite. Specialization develops first in the right hemisphere, which becomes more efficient at visual-spatial and less efficient at tasks (Nicholson; 85).

Differences in intellectual pattern refer to fact that people have different intellectual strengths. Girls are superiority in verbal memories whereas boys more excel in area of visual-spatial skills. So, two individuals may have differing cognitive abilities within the same level of general intelligence. Measures of intelligence or known as IQ score is also definitely different in

male and female. IQ test is specifically to measure skills such as verbal ability, numerical reasoning, spatial ability and memory. (Archer and Lloyd; 227). IQ test are constructed so as to eliminate difference between males and females.

The population of this study is the sixth year students at SDK. St. Mikael Surabaya. To know if there are any differences, the writer gave the students a test about reading task. Here, the writer found that female student's scores are higher than male student's scores. The scores of female students are 45-90 and the male students scores are 40-85. Then, the mean value of female students is 74.21, whereas the mean value of the male students is 65.52.

Through the statistical computation, the result of the t-observed value comes to the number of 2.329. It means that the H_0 of the study is rejected and the H_1 of the study is accepted. So, it can be concluded that female students and male students of SDK. St. Surabaya is different in reading proficiency.

Some factors may affect the difference between male and female students ⁱⁿ ~~oward~~ reading proficiency. These factors can be categorized into external and internal factors. The internal factors are self-motivation and interest while the external factors are teachers and parents.

Female students have more motivation in English especially to learn English reading than male students do. Parents are also the main factors that influence the children to be successful in language learning. Still many parents treat their children ^{by} ~~difference~~ one to another, in this case to boys and girls. Parents still differentiate which subjects that suitable for their sons and

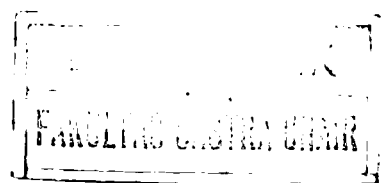
daughters related with the career future. For some families, they realize English language become one of an important foreign language in Indonesia. Therefore, the children must learn the English language.

Teachers are the main factor for the students to be successful in their study. They are also considered as the close person besides the parents. Teachers are usually treat boys and girls differently. In this case, in learning English reading female teacher have more attention to the female students than to male students. The interactions of female teachers are being less toward to male students. The teachers should have some strategies in teaching their students in order to arouse their interest in learning language and to make them understand the lesson better.

B. Suggestions

The result of this study shows that female students are different from male students ⁱⁿ toward reading proficiency. The parents may change their traditional opinion about the subject that belong to boys and girls. Suppose the parents may think that all subjects are good for the developmental need of boys and girls and consider as a basic education for them. The teacher should watch for signs of students who have difficulty in comprehending English reading and must help the children in learning process without making any distinction between them.

However, we should begin to look seriously at our co-educational system of schooling and our indistinctly differentiated child-rearing practises. In order to decrease all the traits that make up masculinity and femininity in their broadest sense we should not emphasize sex differences or take pains to develop masculinity and femininity. But, at least the matter should be considered and a decision reached on rational grounds.



BIBLIOGRAPY