



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research was conducted to find out if there is a significant difference between male and female students of reading comprehension in descriptive text. Therefore, the writer can conclude this research such as: there is a significant difference between male and female students' reading comprehension of descriptive text at the seventh grade of State Junior High School 1 Pekanbaru. Where, male students' reading comprehension of descriptive text is categorized into 'Less' level in score 54.83 and female students' reading comprehension of descriptive text is categorized into 'Enough' level in score 61.83.

Based on the result of the research, female students' reading comprehension was better than male students'. It means that there is a significant difference between male and female students' reading comprehension of descriptive text.

#### B. Suggestion

Considering the difference between male and students' reading comprehension of descriptive text, the writer would like to give some suggestions as follows:

##### 1. The Suggestion for the Teacher

The teachers should pay attention to the both male and female students, because they have different intelligence and different way in

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receiving the knowledge from the teacher. It means that the teachers should determine appropriate strategies for them in improving their ability in comprehending descriptive text. Then, the teachers should give more motivation to male students related to reading comprehension.

## 2. The Suggestion for the Students

Both male and female students should read scientific passages included descriptive text as habitual activity in order to improve their reading comprehension. Both male and female students should increase their knowledge about structure of the descriptive, language features and their vocabulary knowledge.

## 3. The Suggestion for Other Researchers

These findings are expected to be a reference for further researcher that concern of reading comprehension and students' gender.