

## CHAPTER V

### CONCLUSION

This research intended to describe what reading strategies that used often by male and female students at English Department in a private University in Yogyakarta. From the results, it can be concluded that there was no significant difference between male and female in using reading strategies. Thus, the  $H_0$  was accepted and the  $H_a$  was denied. Even though both gender had high value, female were superior to overall strategies than male. Both genders were implementing Problem-Solving Strategies as the highest strategies and statement number 1 'I have a purpose in mind when I read' as the most used perception. However, male students and female students had different least strategies and statements. Female tend to rarely used Global Reading Strategies category and statement number 21 'I critically analyze and evaluate the information presented in the text', while male tend to rarely used the Support Strategies category and statement number 5 'When text becomes difficult, I read aloud to help me understand what I read'. Thus, despite they had the same most strategy and perception, they had least different strategy and perception.

Based on the conclusions, the lecturers should use gender as a consideration for learning methods and materials design to apply reading strategies such as create group discussion based on gender and also choose the right reading topic based on gender. Meanwhile, students should be aware of their reading strategies used especially in academic materials. In addition, to get a better number of respondents, the researcher suggests to the next researcher to take data directly, such as giving the questionnaire in the classroom. Due to there is still little research done to

compare gender, researcher suggests to explore gender more as a topic, other language proficiency and context.

