

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of the study and the analysis of data from both questionnaires and interviews, this research concludes that there are significant differences in the use of reading strategies between male and female students in the English Education Program of Universitas Muhammadiyah Bengkulu. This conclusion directly answers the research question posed in Chapter I: *"What are the differences in reading strategies used by male and female students of the English Education Program of Universitas Muhammadiyah Bengkulu in comprehending English texts?"*

The findings revealed that female students tended to use affective, metacognitive, and sociocultural-interactive strategies more frequently than male students. Female students demonstrated a higher tendency to manage their emotions, maintain motivation, plan their reading activities, monitor comprehension, and seek help from others when facing difficulties in understanding English texts. They also preferred to discuss complex reading materials with classmates and tried to relate unfamiliar cultural content to their own experiences. This reflects a more holistic, emotionally-aware, and socially interactive approach to reading comprehension.

In contrast, male students showed a preference for cognitive strategies, with a strong emphasis on reasoning, analyzing, and guessing meaning from context. They relied on logical problem-solving approaches to comprehend

English reading materials, often reading independently and focusing on practical solutions rather than emotional or collaborative strategies. Although male students also applied metacognitive strategies, their use of affective and sociocultural-interactive strategies was relatively limited compared to female students.

Therefore, it can be concluded that while both male and female students use a combination of metacognitive, cognitive, affective, and sociocultural-interactive strategies, their preferences and frequency of use differ. These gender-based differences in strategy use highlight the importance of incorporating gender-sensitive teaching practices and strategy training programs to support the specific learning needs of both male and female students in English language classrooms.

5.2 Suggestion

Based on the conclusions of this study, several concise yet targeted suggestions are proposed for key stakeholders in English language education:

1. For Lecturers

English instructors should implement strategy-based instruction that addresses gender-specific preferences. Lecturers are encouraged to support female students in using affective and sociocultural strategies while gradually helping male students explore emotional and collaborative strategies. Activities like group reading, peer feedback, and guided reflection can foster balanced strategy development.

2. For Students

Students should be encouraged to diversify their reading strategies beyond their comfort zone. Male students may benefit from adopting more affective and interactive strategies, while female students are advised to strengthen their cognitive and inferencing skills for deeper comprehension.

3. For Curriculum Developers

Curriculum designers should incorporate explicit strategy training and gender-responsive materials into English courses. Reading modules should balance independent and group tasks and provide varied texts that support different learning styles.

4. For Future Researchers

Future research should involve broader samples across different regions or institutions and examine the effectiveness of gender-sensitive strategy training programs. Longitudinal studies can also offer insight into how strategy use evolves over time and across learning contexts.

In summary, recognizing gender differences in reading strategies is crucial for developing inclusive and effective EFL instruction.