

achievement. This finding is in contrast with a study conducted by Rahmawati & MS (2017), which revealed that there is no difference between male and female learners in reading comprehension achievement. On the other hand, some previous studies support the finding of the study (Rachmajanti & Musthofiyah, 2017; Thresia, 2012; & Pajomnia, 2017). Rachmajanti & Musthofiyah (2017) found the gender difference in the reading comprehension scores. Thresia (2012) revealed a significant difference in reading comprehension achievement. Lastly, Pajomnia (2017) found that there was a significant difference in English reading comprehension skills of male and female students.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter describes the conclusion and the suggestions of the study.

#### **A. Conclusion**

In this part, the researcher explains about the results of the study answering the research problems. There are five research problems in

this study, so the conclusions are. Here are the conclusion of the research.

### **1. The Correlation between Students' Critical Thinking Disposition and Emotional Intelligence.**

The result of the correlation analysis using *Kendall's Tau-b* shows that

there is a significant correlation between students' critical thinking disposition and emotional intelligence. The Sig. (2-tailed) value of the correlation between students' critical thinking disposition and emotional intelligence is .000. It is lower than 0.05 ( $0.00 \leq 0.05$ ). Consequently, the null hypothesis is rejected. Furthermore, the correlation is significant at 0.01 level (2-tailed). It means, there is a significant correlation between critical thinking disposition and emotional intelligence of male and female learners in eleventh grade of MAN 2 Kota Kediri. Furthermore, based on the calculation coefficient determination, it shows that students' critical thinking disposition plays 23.15% to their emotional intelligence.

### **2. The Correlation between Students' Critical Thinking Disposition and Reading Comprehension Achievement.**

The Sig. (2-tailed) value of the correlation between students' critical thinking disposition and reading comprehension achievement is .311. It is greater than 0.05 ( $0.311 \geq 0.05$ ). As a consequence, the null hypothesis is accepted. It means that there is no significant correlation

between critical thinking disposition and reading comprehension achievement of male and female learners of MAN 2 Kota Kediri. In addition, based on the calculation coefficient determination and coefficient correlation, students' critical thinking disposition contributes 0.29% to their reading comprehension achievement in negative way.

### **3. The Correlation between Students' Emotional Intelligence and Reading Comprehension Achievement.**

In line with the result of the second research problem, there is no significant correlation between emotional intelligence and reading comprehension achievement of male and female learners of MAN 2 Kota Kediri. The Sig. (2-tailed) value of the correlation between students' emotional intelligence and reading comprehension achievement is .395. It is greater than 0.05 ( $0.395 \geq 0.05$ ). Consequently, the null hypothesis is accepted. Moreover, based on the calculation coefficient determination and coefficient correlation, students' emotional intelligence plays 0.2% to their reading comprehension achievement in negative way.

### **4. The Simultaneous Correlation of Students' Critical Thinking Disposition, Emotional Intelligence, and Reading Comprehension Achievement.**

In line with the correlation of each independent variables (critical thinking disposition and emotional intelligence) with dependent variable, the multiple correlation indicated no significant correlation

between them. The Sig. F Change is .701. It is greater than 0.05 ( $0.701 > 0.05$ ). It means that  $H_0$  is accepted and showed that both critical thinking disposition and emotional intelligence do not have significant correlation with reading comprehension achievement of male and female learners of MAN 2 Kota Kediri.

#### **5. The Differences between Male and Female Students Regarding to Their Critical Thinking Disposition, Emotional Intelligence, and Reading Comprehension Achievement.**

In comparing the male and female scores regarding their critical thinking disposition, the t value shows .080. It is lower than t-table ( $0.080 < 1.973$ ), the null hypothesis is accepted. So, there is no significant difference between male and female students regarding to their critical thinking disposition. The same result is found by the researcher regarding to the emotional intelligence. The t value is lower than t-table ( $0.918 < 1.973$ ). It can be concluded that there is no significant difference between male and female students regarding to their emotional intelligence. On the contrary, in comparing the male and female scores regarding their reading comprehension achievement, the researcher found the t value is greater than t-table ( $1.974 > 1.973$ ). It means that there is a significant difference between male and female students regarding to their reading comprehension achievement.

#### **B. Suggestion**

According to the result of this study, the researcher would like to give some suggestions for students, teachers, and further researchers.

1. For the students

It is important for the students to apply the critical thinking disposition and emotional intelligence in daily life. Even though, those two things do not influence significantly in cognitive skill, especially reading comprehension.

2. For the teachers

According to the result that critical thinking disposition and emotional intelligence do not have correlation with cognitive skill like reading comprehension achievement, it is still important to educate students about emotional intelligence and critical thinking disposition. Because, both of them is like an attitude in daily life.

3. For the further researchers

The results of this study give a new contribution in the field of reading comprehension, emotional intelligence, and critical thinking disposition. According to the researcher observation, it is still a limited studies that promote this topic. Furthermore, the research only investigates the eleventh grade of senior high school students. The researcher suggests to promote this topic and combine with other topic to give much useful source in education. Of course, the more participants is better.

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