

CHAPTER FOUR

CONCLUSION

According to my research, I find that boys are more successful than girls in mastering English as a foreign language. This fact is against the research of de Haan and Swain which says that girls are better at mastering languages than boys. Swain states that this matter is influenced by the difference of dominant functions of the brain between girls and boys. Based on de Haan's and Swain's research, girls are dominant in verbal capability while boys are dominant in spatial capability. The human brain is divided into two sides, called the left and the right brain. Each hemisphere, has its own specialized functions. The left brain controls language while the right brain controls spatial perception. However, one side of the brain is usually more dominant. Humans can use both their left and right brain, however they make use of their brain's function differently.

Contrary to the theory presented by de Haan and Swain, my research of Indonesian children in their pre-teen and early teen years learning English as a foreign language shows that boys are more successful than girls at mastering English. This can be seen from the result of the placement test at TBI, Bandung, from the total number of girl and boy students, that is, 35 students (100%), in both

Basic Level and Advanced Level. There are seven boy students (20%) who are more successful in mastering English and are put in the higher level (Advanced Level); on the other hand, there are only two girl students (5.71%) in the Advanced Level. This can be compared to the largest number of students being girls in the Basic Level: there are 17 girl students (48.67%), while there are 9 boy students in the Basic Level (25.71%). The lowest score from the placement test's result is possessed by a girl student.

The theory of Ellis states that the starting age and time span of learning English affects the achievement speed and the success rate of learners of a foreign language. It has been stated in Chapter Two that early adolescents are better academically in the standard of English in mastering English as a second language than starting to learn English at primary level. As a result, in my findings, a young starting age and the time span of learning English do not influence the mastering of English. It is proven by the result that if a girl student begins to learn English in a private course at an earlier age, it does not guarantee that she would be better compared to a boy student who begins to learn English in a private English course at an older age. For example, in data number 3, a girl student who learns English at the age of six is not in the higher level. This can be compared with a boy student, in data number 29, who begins to learn English at thirteen years of age, and who is in the higher level (Advanced Level).

For the discussion of time span of learning English, it is found that a girl student who learns English for 7 years, that is, from 7-14 years of age, in data number 17, does not guarantee that she can enter the higher level, compared to a boy

student who learns English for only 1 year, that is, from 13-14 years of age, in data number 29, who is in the higher level (Advanced Level).

The theory states that inner motivation can influence the success of learners in learning English. Each learner will be stronger in either integrative or instrumental orientation.

According to my analysis, I find that the largest number of students who possess high inner motivation are boy students. It can be proven from the large number of boy students who are in the Advanced Level (7 students). On the other hand, the largest number with low inner motivation are possessed by girl students (10 students). It is supported by the large number of girl students in Basic Level. Therefore, it shows that motivation affects the success of mastering English. In addition, the result of my analyses show that all the students have instrumental orientation: their goals for learning English are functional, namely, passing English examinations and furthering career opportunities in the future.

As a closing remark, the result of my analysis regarding the influence of gender for Indonesian children in their pre-teen and early teen years, especially at TBI English course in Bandung, in mastering English as a foreign language does not accord with the theory applied. We can draw a conclusion regarding gender that the boys are more successful than girls in learning English as a foreign language. Starting age and time span do not really influence the mastering of English. However, inner motivation affects the success in the mastering of English as a foreign language for the learners. This can happen for the simple reason that the field of my analysis is limited to only the result of the placement test at TBI Bandung.

Other factors which can influence the success of learners in the mastering of English are intelligence and aptitude, cognitive style, and personality. These factors are not be discussed, owing to the fact that the parameters are not clear and the instrument to measure any influence towards the learning process of foreign language cannot be gained.