

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on data analysis, it could be conclude from the results of hypothesis testing in the study were:

1. There were statistically significant differences between male and female students' interest in biology topics ( $p < 0.05$ ). Female students were significantly more interested biology topics such as reproductive system in humans, circulatory system in humans, digestive system in human, respiratory systems in humans, nervous system in humans (central and peripheral nervous system), excretion system in humans, drugs and its effect to human health, and environment, and structure and function in plants tissue.
2. The the most interesting biology topics in female students were reproductive system in humans, respiratory system in humans, digestive system in humans, human movement system, circulatory system in humans and then defense and immunity in humans, drugs and its effect to human health and environment, and at least, excretion system in humans. And the most interesting biology topics in male students were reproductive system in humans, human movement system, respiratory system in humans, digestive system in humans, and then defense and immunity in humans, and circulatory system in humans.
3. The most uninteresting biology topics in female students were archaebacteria and eubacteria, protist, ecosystem and biogeochemical cycles (water cycle, carbon cycle, nitrogenous cycle, phosphorous cycle) and interaction of ecosystem, and then chemical components, structure, function and bioprocess in cell, endocrine system and hormones in humans, and the last was kingdom plantae. And the most uninteresting biology topics in male students were archaebacteria and eubacteria, protist, endocrine system and hormones in humans, and then chemical components, structure, function and bioprocess in cell structure and function of the cell matter exchange in cell (active transportation and passive transportation) and the last was kingdom plantae.

## 5.2 Suggestion

1. As an education department, it is necessary to do in order to minimize alienation and indifference of students' preferences that it has to be considered carefully.
2. As a policy-maker and teacher educators, it is necessary to make biology lessons interesting and attractive for students to learn more effectively and should be taught by connecting the topics with daily life that may facilitate the students' interest of biology learning to update it in line with students' learning needs so that the students' effort to improve the biology knowledge for every specific biology topics.
3. As a student, it is necessary to give more interest for each biology topic by giving an effort to enjoy the biology class because all the topics are important to make the better education for the higher achievement of cognitive aspect by the affective factor.



THE  
*Character Building*  
UNIVERSITY