

CHAPTER V

CLOSURE

This section presents the conclusions of the study and suggestions for related and future research related to gender representation. The conclusions here are arranged to answer research questions briefly. The suggestions are addressed for practitioners in teaching English as foreign language and also further researchers who are interested in gender.

A. Conclusions

Based on the data analysis in the previous chapter, the conclusions can be drawn as follows:

1. The general result of gender construction in visual images of the ninth grade ELT textbook of Junior High School published by Indonesian Ministry of Education and Culture is females relatively were constructed to be slightly more dominant than males. In detail, females were more dominant than males in the depiction of gender, institutional actions, relational actions, indoor setting, institutional characters, relational characters and the category of a person who wears headwear and a person who has darker skin and curly hair related to the ethnicity. However, in some characteristics, males were depicted to be more dominant than females in social actions, outdoor setting, no-setting category, social characters and the category of a person who has light or brown skin and

black hair and a person who has lighter skin and blonde hair related to the ethnicity.

2. The second conclusion can be stated that there was gender biasness found in the ninth grade ELT textbook of Junior High School published by Indonesian Ministry of Education and Culture since there were imbalance representations in most of the categories such as gender of participants, institutional actions, relational actions, social actions, circumstance of setting, institutional character, relational character, social character and ethnicity. Related to gender stereotyping, females showed feminine activities such as caring a sick person, getting sick, making compliment in camp activity, selling something, going to bank, going to friend's house, cooking fried noodle, celebrating party with orphan and studying together. Meanwhile, males showed masculine activities such as having exercise, setting up a tent, working as a chef, playing ball, and travelling.

B. Suggestions

There are three suggestions related to the construction of gender, gender biasness and gender stereotypes in English textbook. The first suggestion is addressed to the textbook authors and the stakeholders. The second suggestion is for the English teachers. The last suggestion is for the future researchers.

First, it is suggested for the textbook authors and the stakeholders who have responsibility to publish the textbook to do quality check related to gender equality before publishing the textbook. It should be done in order to avoid gender bias in the textbook.

Second, the English teachers are expected to be important agents in demonstrating gender equality in the class. Here, they are expected to give more explanation and advices related to respect gender equality and gender stereotypes.

Third, it is suggested for future researchers who will take the similar topic to this study. They should be more accurate in evaluating gender representations broadly by using more related theories and previous studies because evaluation will be very useful for readers.