

## **CHAPTER IV**

### **CLOSURE**

#### **A. Conclusion**

Based on the result, revealed that the percentages of males higher than females in the investigated aspects. Males dominate five out of nine aspects, but in small difference. The presentation and representation showed some gender stereotyping almost all of aspects. The textbook is still not free from the issue of gender inequality. It might not be pedagogically positive since what learners read can have an impact on their views and perceptions. It can lead them to have such a negative views on a certain gender.

#### **B. Suggestions**

Based on the result, the writer may give suggestions, that are:

1. It is expected for the book writers and teachers to be more aware on those nine aspects of gender while writing or selecting a textbook for instructional materials. It is important to be considered, as Vitz concluded (cited in Hamdan, p. 134) that “the facts, interpretations, and values taught today’s children will largely determine the character of tomorrow’s citizenry”.

2. For the next researchers, other studies are recommended:
  - a. To examine and to analyze different book of EFL. Many books are available for teaching English as a foreign language.
  - b. There are other aspects of gender that need to be examined such as (The frequent use of titles Mr, Miss, Ms, use of details, tag questions, women's lexical and grammatical choice, thematic roles, etc. ).
  - c. To investigate teacher – student classroom interactions in both male and female classes to reveal the ways teachers follow to present aspects of gender.