

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS, AND LIMITATION

This chapter is the final chapter of the study. This chapter consists of conclusions of the present study, recommendations of the present study (i.e. for English teachers, textbook authors, all stakeholders in the educational context, and scholars or researchers in the study of gender representation), as well as the limitation(s) of the study.

5.1 Conclusions of the Study

This current study explored gender representation based on the category composed by (Amerian & Esmaili, 2015), i.e. the visibility of males and females, domestic or public roles of males and females, activities related to males and females, and pictorial representation of males and females. Referring to the findings of the study, here are some notes for conclusions from this current study:

1. In quantitative terms, the difference in male and female representation does not show significant variation across the four criteria, despite males outnumbering females in three out of four of them.
2. Whereas, current study has revealed that there is still a ‘‘dichotomy’’ between feminine and masculine roles in the observed Indonesian EFL textbook for vocational school students. The roles such as professor, CEO, engineer, pilot, and director are addressed to males only; whereas, the roles such as office secretary is intended to females. Moreover, regarding activities, the results suggest that females are still portrayed in a traditional manner, participating in activities such as shopping, which is featured four times in the English language textbook being studied.
3. Further, it is important to emphasize here that there is a conscious effort by the textbook authors to foster gender equality and create inclusive English language materials. This is apparent in the relatively minor disparity between males and females across the four categories when examined quantitatively. Additionally, effort is reflected in the depiction of males participating in activity traditionally associated with females, such as cooking.

4. Taking into account the prior points, the findings of the present study may be affected by Indonesian socio-cultural history, beliefs, and values in which the figure of men or boys are portrayed as power-oriented in many aspects of social life. Whether intentionally or not, this kind of phenomenon or reality is absorbed by the textbook authors in depicting women or girls and men or boys in the observed English language textbook in this current study. It is in line with Widodo (2018) who argues that textbooks, as one of the curriculum materials, are not neutral but value-laden and socio-historically constructed. This is also in compliance with the statement made by Nuraeni and Suryono (2021) who state that the cultural background in a country will still play an important role in efforts to achieve gender equality.

5.2 Recommendations of the Study

Subsequently, reflecting on the findings here are some recommendations from the current study:

1. Based on the findings of this study, three recommendations have been formulated to promote proportional representation of males and females in the English language textbook. Firstly, a diverse range of roles should be provided for both males and females, challenging gender stereotypes and showcasing females in prestigious and influential positions. Secondly, the textbook should avoid reinforcing stereotypical gender roles in activities and provide examples that break gender stereotypes, encouraging both males and females to participate in a diverse range of activities. Finally, the language used throughout the textbook should promote equality by avoiding comparative language that reinforces gender differences in intelligence or capability and emphasizing the importance of respecting and valuing individuals regardless of their gender.
2. English teachers who play a crucial role in teaching the materials present in the English language textbooks, should take into account and be aware of the way in which boys or men and girls or women are depicted in the materials. This is crucial because, as stated by Kereszty (2009), the use of textbooks in the educational system can have a significant impact on the attitudes, behaviors, and values of students. Textbooks serve as a representation of the everyday

world and as such, they can shape students' understanding and perception of the world around them. This, in turn, can influence their attitudes, behaviors, and values as they grow and develop. It is therefore essential for English teachers to be aware of the way in which genders are represented in the textbooks they use, in order to ensure that the materials they teach are inclusive and accurate, and do not perpetuate harmful stereotypes.

3. It has been acknowledged through previous studies of gender representation that there has been a long-standing imbalance of gender representation in Indonesian English as a foreign language (EFL) textbooks. Therefore, all stakeholders, including the government, policy-makers, authors of textbooks, school stakeholders, and teachers, should not take this issue for granted. The unfair representation of both genders in this observed English language textbook can have a detrimental effect on character education, which is a critical concern in the Indonesian national curriculum. It is crucial for all stakeholders to take appropriate actions to address this imbalance and ensure that the representation of both genders in EFL textbooks is fair and inclusive.
4. Finally, according to Stockdale (2006), gender representation should be presented equally within the EFL textbooks. Several scholars also stress the importance of gender equality. Mägi et al. (2016) believe that gender equality is critical to a democratic society, overall well-being, and economic growth. Ullah and Skeleton (2013) assert that resolving gender discrimination in schools is crucial as it can impact children's life choices, motivation, self-esteem, and their perception of gender roles in society, which can be shaped by how boys and girls are represented in textbooks. For this reason, it is still importance to conduct investigations into the representation of gender in English language textbooks used in Indonesian educational practices. This is necessary to verify and confirm the findings of previous studies on this issue and determine if they are consistent with or divergent from previous research. It will also help to ensure that the textbooks are not perpetuating harmful stereotypes and that the educational system is providing accurate and inclusive materials to students.

5.3 Limitation of the Study

The present study has been conducted with a great deal of care and attention to detail, taking into account a wide range of literature and theoretical frameworks. Despite this level of rigor, it is important to recognize that there is a certain limitation that must be acknowledged. The limitation of this study is its design, which is qualitative in nature. This means that the data collected for the study was specifically taken from a chosen English language textbook and therefore the findings and conclusions that have been drawn from the study are not necessarily applicable to the other English language textbook(s) used in the context of English language textbook (s) in Indonesia. As a result, it must be acknowledged that the claims and findings of this study are limited in their generalizability and should not be applied or claimed to other English language textbooks used in Indonesian educational practices.