

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter is presented as an eventual summary of the research which includes conclusions and suggestions. Presented in two sections, first, this chapter will provide conclusive presentation of the entire findings and discussions from earlier chapter and how they fulfill the answers of the formulated research question; second, it will serve future research discursive suggestions, expected to help extend some ideas to be considered when researching similar field of the research.

#### 1) Conclusions

As what has been informed by prior chapters, the research is in endeavor to study how gender is portrayed in two selected English textbooks for eight graders. The portrayal of gender is traced from the analysis of textual data employing Transitivity system (Halliday & Matthiessen, 2004). From the analysis, there are several conclusions that can be drawn, and they will be further elaborated in this section.

First, from Transitivity analysis, it can be concluded that male characters dominate the roles of Participants. They are more frequently represented in the apparent Processes along the narratives compare to female characters. In terms of the types of Processes, both male and female gendered characters are prominently depicted to be involved in Material process. However, respectively comparing the quantity of occurrence between male and female characters, male characters are more prominent to be associated with Material process exemplifying superiority in physical activities. Furthermore, Circumstance-wise, the actions of male characters are more likely to be extended with various types of Circumstances. The most frequent type of Circumstances appears in the analysis associated with the appearance of male characters is Circumstance of Place. It reveals the tendency of male characters to be involved in actions or activities taking place in

public spheres. Compare to that, female characters tend to be involved in the actions or activities taking place around their private spheres.

According to the overall analysis of Transitivity, it can be implied that, in terms of quality, male gendered characters are prone to symbolizing ‘rational’, ‘powerful’, and ‘individual’, as opposed to female who are likely depicted as the owners of ‘thoughtful’, ‘anxious’, and ‘expressive’ traits.

Departing from the result of analysis, it is clear that the textbooks have portrayed gender roles in asymmetrical manner, traced from how male and female characters are presented and characterized along the narratives. There are three evidences that signify the occurrence of the portrayal of gender asymmetry. First, the domination of male characters compared to those of females in terms of the appearances and involvements along the narratives. Male characters who are most likely depicted to hold important roles of Participants reflect the influence of hierarchical social order that subordinates women to men. It is supported by the second evidence that explains how male characters’ actions are identified to be frequently extended with various types of Circumstances. It signifies that male characters are considered more competent in all their aspects of life. Third, lexically, there is a discrepancy between the depiction of male and female characters. It reveals stereotypical roles of females where they are confined to domestic spheres. There is also a portrayal of stereotypical physical appearance that only particular gender displays in certain occurrences, i.e. girls are beautiful, and boys are scruffy.

Conclusion being, the portrayal of gender roles that takes place in the two selected textbooks, to many extend, has been influenced by the culture of domination and the exercise of power asymmetry (Francis, 2004). Dominatory culture is reflected in the way the textbooks position male gendered characters as the prominent characters, stemming from the normative expectations for men and women valued in society. As a result, masculine traits associated with men leads them to be dominant and feminine traits lead women to be submissive. However, albeit asymmetrical gender portrayal, the textbooks are identified to avoid the

portrayal of the oppression of women through their female characters. It is evident through the presentation of female characters who are depicted to still be able to perform powerful acts—even though it is less than what male characters do, actively contribute to an event, and are fully developed in terms of education and economic.

## **2) Suggestions**

For a better contribution and significance of future research, there are three suggestions that the research intends to give related to the field of gender in education. The suggestions are presented below.

First, the current research is conducted in order to reveal the construction of gender based on the analysis of textual data. In order to be able to create significance, the future research may want to expand the coverage of analysis by aiming at the construction of gender elicited from visual data analysis. Due to the experience of the current research when conducting the analysis, visual illustrations presented in textbooks are also carrying meaning that has to do with gender disparities. Therefore, it is considered important to be further analyzed.

Second, for teachers, the result of the current research can be inputs for considering careful selection of textbooks as learning materials in relation to gender disparities for their students. Gender-friendly materials are preferably required in order to avoid the students' misconception towards gender roles in society. Moreover, beside the materials, teachers should also notice how gender is produced in classroom discourse. Both materials and teaching learning process should be able to accommodate the students' needs regardless the presence of gender differences. It is strongly suggested that stereotypical view in terms of the way male and female students learn in classroom situation do not affect the way the teachers treat the students.

Last, for material developers, textbook writers, editors, and those directly involved in developing and producing educational textbooks, it is suggested to take into account the cultural aspects that is widely established and accepted by

the intended users in relation to the selection of gendered-content materials to be presented in textbooks. This is considered important due to the presence of culture that is intertwined with the concept of appropriate gender behavior in society.