

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

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

#### **5.1 Conclusions**

The content analysis of selected texts dealing with issue of gender equality, which were selected from a secondary school English textbook grade XI. However, textbooks reflected the ideology of the society regarding male and female, also gender bias in textbooks might spoil students' attitude and led to destructive attitude towards opposite sex. The results of the current research had revealed that male and female characters were portrayed differently, even particular gender was trivialized. Male characters were portrayed dominantly and adequately, they were more portrayed as the good ones in terms of occupation, appearance, personal trait, and family role.

Firstly, in terms of occupation, male characters portrayed as worker who had a main responsibility about their family members' life, for example fisherman, clerk, and farmer. Although they carried occupational roles, which were not great jobs like boss or something, but they have important roles rather than female characters who portrayed as housewives whose main task was just taking care of homemaking. Secondly, family role, females were portrayed as housewives whose main task was mostly in house. On the contrary, males carried heavy burden who had responsibilities as the primary breadwinners for their families. Viewing the result of analysis, male characters were portrayed as the main 'breadwinners' while females are just

as housewives. Thus, males had a greater responsibility to their family members' living rather than females.

Thirdly, in appearance, female was portrayed as a pretty woman who was attractive due to physical appearance, but in the end of the story, she became worn and old. It showed how good portrayal of female could change became bad one. Meanwhile, male—although as a fish—was portrayed to be likely handsome. Last, in personal trait of each character, females were portrayed as not well-behaved characters or even as character who has no great influence in the story. They are mostly portrayed as ungrateful, arrogant, and displeasing, while males were portrayed as the better ones who had good personalities: kindhearted, charitable, nice, faithful, responsible, and so on. Related with their occupation, obviously male was portrayed as independent because they had salary, which was beneficial for their family members.

Departing from the result of analysis, obvious that gender was portrayed in asymmetrical manners, traced from how the characters depicted through gender aspects in the texts. There were four evidences that signified the occurrences of asymmetrical gender portrayed. First, the domination of good characterizations carried by male compared to those of females in terms of occupation, which signified to kinds of activity they did. It was supported by evidence in terms of family role they carried, males who were more likely portrayed to hold important roles as breadwinners that reflected a great responsibility. It signified that males were considered more competent and intelligent in all aspects of life. Second, stereotypical physical appearance that only particular gender displays in certain occurrences, for example female was pretty and male was powerful. Third, there was a distinct difference between how male and female characters were portrayed in terms of their personal traits. It showed traditional views on how male and female characters carried personality in terms of masculinity and femininity traits, for example, male was portrayed as independent while females were dependent on males.

Taken together, the frames found within the textbook in different types, which related with gender aspects. The message was that asymmetrical frame toward male and female character was possibly happening and to be likely a concept, which was unstoppable from a long time ago. As the result of the current research showed that male characters were mostly portrayed as the good ones in all aspects like in occupational role, family role, appearance, and personal trait rather than female characters. The researcher found this to be problematic not only for students but also for English education. Although the findings of the current study might not apply to all English textbooks, this intensive analysis might be a reflection of any other textbooks.

In relation with the culture of Indonesia, the results of the current research were similar with gender concept in Indonesia because the people tend to share similar views that male is more valued than female. Male has greater responsibility in family income while female just expected to be wife and mother as her main task are taking care of husband and children, also has responsibility in home duties.

## 5.2 Suggestions

For better contribution and significance of future research, there were several suggestions that the research intended to give related to the field of gender in education. The suggestions were presented below.

First, the current research was conducted in order to investigate how gender was portrayed in texts. In order to be able to create significance, the future research could extend the limitation and included textbooks from different levels. Due to the experience of the current research in conducting analysis, the current research was carried out on one textbook that limits the generalizability of the findings. Furthermore, they could conduct contrastive analysis of framing gender in textbooks written by Indonesian and foreign writers or textbooks which were differences in years published, in order to find out how gender is portrayed throughout different generations.

Second, for teachers, the results of the current research can make them fully aware of gender issues in textbooks in order to choose materials that can make an equal perception to students. Accordingly, as gender matters cannot be eliminated from textbooks, teacher shall be able to use and manipulate biased materials. In addition, the teachers should always be cautious of gender matters in their teaching environment, because the teachers' awareness of gender will help students to create their own views and perspectives about gender roles in society without being affected by textbooks.

Last, for the material developers, textbook writers, language instructors, editors and those who directly involved in developing and making educational textbooks, it is suggested to be aware of creating or designing materials that should consider gender issues, which portrayed in textbooks. Furthermore, they can further pursue more gender sensitive and fair materials suitable for the development of the learners as individual humans.