

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is designed to draw the conclusion and suggestion based on the result of data analysis.

5.1 Conclusion

The data have been observed to portray gender representation illustrated in one of *BSE* entitled *English in Focus for Grade VII*. After foregrounding the theoretical framework of visual analysis proposed by Kress and van Leeuwen to analyze the data, some conclusions can be drawn.

First, based on the analysis of narrative representation, the illustrations presented in *Buku Sekolah Elektronik/BSE* (electronic school book) are dominated by *Action Processes*, which means, the represented participants within the illustrations are mostly depicted in a series of actions (Kress & van Leeuwen, 2006, pp. 63-64). In addition, *Action Processes* within the illustrations mostly realize *unidirectional transactional action* meaning that the *Vectors* emanated in the illustrations link two participants, an Actor and a Goal (Kress & van Leeuwen, 2006, p 74).

Second, from the perspective of representation and interaction which covers gaze, size of frame and social distance, the illustrations are functioned to offer information to the viewers. It is supported by the portrayal of the illustrations where they do not make direct eye-contact with the viewers, thus, they are displayed to offer information not to demand as Kress and van Leeuwen (2006, p. 119). The illustrations are mainly depicted in *medium shot*, which means, the represented participants characterize a social familiar relationship.

Third, the meaning of composition reveals there is no imbalance of gender position conveyed in the illustrations.

Last, there is a depiction of stereotypical roles of females where they are confined to the domestic spheres (Yasin et al., 2012). There is also a portrayal of stereotypical occupations and physical appearance that only particular gender displayed in certain occupations and physical appearances.

5.2 Suggestion

Some suggestions in this study are remarked in order to contribute towards the betterment of further research.

First, for further researchers, the result of this study can be inputs to conduct similar research focusing on visual analysis and its relation to gender and education.

Second, for teachers, the result of this study can be inputs for considering to choose the appropriate textbooks as learning materials for their students.

Last, for materials developers, textbook writers, editors, illustrators and those directly involved in developing and producing educational textbooks, this recent study may provide some references in guiding to select appropriate materials that should be put in textbooks.