CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

The last Chapter of this research report consists of conclusion, limitation and recommendation. This chapter concludes the result and the discussion disused in the previous chapter to give a brief summary of the answers to the research questions proposed at the beginning of the study. This chapter also describes the limitation faced during the study to give clearer insights for further studies in similar fields. Lastly, this chapter also offered some recommendations for some aspects related to the results of the study. To give clearer insights, this chapter is divided into two sections, namely conclusions and recommendations.

5.1 Conclusions

As it has been obviously in Chapter 1, there are two purposes of this study. Firstly, the objective of this research is to find out gender representation realized in the process types in the language. Secondly, the aim of this study is to reveal the authors' view realized in the representation of gender in the two EFL textbooks.

Therefore, after the analysis process, it can be concluded that the two EFL textbooks realized gender representation through the emergence of types of processes. The use of material process male characters tend to be skills/knowledge related activities, while female characters are associated with domestic activity. Meanwhile, in attributive processes, female characters are associated with her physical appearances and personal traits, while similar things do not appear in male characters. This indicates that there is a gender bias in the textbook. This discovery is similar to the previous study which conducted by (Sari, 2011; Gharbavi, 2012; Damayanti, 2014; Esmaili & Arabmofrad, 2015; Emilia, Moecharam, & Syifa, 2017; Yonata & Mujiyanto, 2017; Ariyanto, 2018) which founds gender bias in the English textbooks.

In essence, the authors of the two EFL textbooks know about gender sensitivity and awareness but it is only at the verbal level because at the practical level what they say does not appear.

5.2 Recommendations

This research undoubtedly has its own limitations, so that this section suggests a number of recommendations for various parts. The recommendations are either theoretical and practical, adjusting to which part it is addressed for.

Theoretically, since the present study is limited to analyze the experiential metafiction realizing in analyzing the textbooks, it is recommended for further studies to conduct an analysis on another types of register in Systemic Functional Linguistics (SFL).

Practically, this research is only limited to the study on the two EFL textbooks in Indonesian senior high school grade X and XII, it is hoped that further research analyzing the other English textbooks in other levels. Moreover, this study is limited on reading passages, dialogues, and exercises. It is expected for further research can expand the area of analyzing. Furthermore, in terms of interviewing the authors, it is limited to the authors' view of gender realized in the textbooks. The further research is hoped explore thoroughly and carefully about the other topics such as the authors' perception, idea, or think about other gender issues in textbook. Lastly, this study hoped would bring benefits for teachers and students, authors, material developers, policy makers and society.