

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter is presented as an eventual summary of the research which includes conclusions, limitation, implication of the study and recommendations. This chapter provides conclusions derived from the findings and discussions on the data analysis. Whereas the recommendations are drawn to give some inputs for the readers in conducting further research in this field.

5.1 Conclusions

As what has been informed in previous chapters, the research is intended to explore the ways students make meaning of gender issues in EFL textbook. The ways students make meaning of gender is traced from the analysis of textual data employing an analytical framework proposed by Jackson (2007). From the analysis, there are several conclusions that can be drawn and they are further elaborated in this section.

This study is intended to explore the ways students make meaning of gender in three areas of gender manifestation; gender and power relation, gender as reflected in behavior and act, and emotional expressions labeling. From those areas, students most likely still make-meaning gender in the idea that there are particular traits attached to particular gender. As in power relation, there are students that still feel it is weird to give big power to a female character. For behavioral and act, there are students who still find it strange when a woman talk or act harshly but find it common when it comes to man. To emotional expressions, marking crying as weakness is still common acceptance, so man who attached to strong notion should not show the weakness by crying in public sphere but it is okay for woman to do so.

Even though there are students that still attach particular traits to particular gender, there are also students who make meaning the phenomena as non-gendered related. For the example, when it comes to attitude, some of them believe no matter what gender, everybody should talk nicely and behave well, the election of leader is based on the ability not about whether the leader is a woman or a man.

As the conclusions, there are two ways in which students make meaning of gender issues presented in the selected narrative texts in EFL textbook. The first one, the students make meaning the gender issues as

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gendered in which they believe there are particular traits attached to particular gender. The second one, the students make meaning the gender issues as non-gendered and see the phenomena from other contexts not gender-related. The ways students make meaning of gender issues can be caused by a lot of factor including the environment where they live in and also how they construct the ideas of gender since childhood.

5.2 Limitations of the Study

The limitations of this study are the range of studies that are limited only to the meaning-making of gender issues contained in the selected story texts. This research can be extended to explore gender meaning-making in general by using stories that are more diverse in form, theme, and nuance. As for the data collection, the activities carried out in the classroom are considered to be less varied. Limitations are also existed at the time of the study that was lacking if it is intended to examine gender meaning-making in depth.

5.3 Implications of the Study

This research can be implicated in its use in classrooms as well as increasing teacher awareness of gender issues. Gender issues within the learning material are supposed to be handled properly by the teacher. Treatment from the teacher towards learning material is important because even though the material for used is gender-biased text does not have to mean gender-biased teaching. This is related to the implications for the students. The students should be introduced to gender issues so they can be aware to any of gender issues in their daily environment. Hopefully, the awareness of gender issue will be able to make students' self-development process run optimally without shadowed by oversimplification and unproductive generalization (Sunderland, 2000).

5.4 Recommendations

Relevant to the findings, discussion, and conclusion of this research, there are several recommendations for a better contributions and significance of future research in the same field of study. The recommendations are presented below.

First, the current research is conducted by aiming the ways students make meaning of gender issues presented in EFL textbook materials. The result of the investigation is expected to provide more insights for more similar research to be conducted. If the future research still interested in studying the similar field with the current research, the

future research is suggested to explore the ways students make meaning of gender in other kind of texts. For example, this current research use narrative text as the media to explore students the ways students make meaning of gender issues, however it is not impossible to see how students make meaning of gender in other kind of texts beside narrative texts. Kind of text also can be expanding into text that beyond traditional representation of gender beside the texts that conveyed the conventional idea about gender.

Second, the current research might not produce result which helps teachers evaluate and select the most appropriate textbooks. However as for the result it can be suggested for teacher to be more sensitive regarding the materials to be use in the classroom. Even though the material used is gender-biased text does not have to mean gender-biased teaching. In material adaptation, teachers can develop ways of dealing with bias and teachers can also develop ways of doing justice to deliver the materials. For example, it can be done through useful discussion work and alternative suggested by Sunderland (2000); very traditional gender roles in a dialogue can be reversed.

