

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents some conclusions and suggestions drawn from the results of the study. The conclusions are made mainly based on what has been found in the data analysis. Some suggestions are also drawn for readers to give some inputs for conducting further studies in similar area.

5.1 Conclusions

As stated in Chapter I, the main aim of the present study is to reveal gender representation by using system of Transitivity. Based on the analysis of the process types, it was found that Material Processes (56.66%) become the processes which mostly occur in the text, followed by Relational processes (18.19%), Mental processes (11.20%), Behavioural processes (10.69%), Verbal processes (3.16%) and Existential processes (0.10%).

In terms of the participants roles and the processes, it was revealed that male participants outnumber female participants. The males mostly occurred in Material processes (39.4%), Relational processes (49.7%), Behavioural processes (30.3%), and Verbal processes (14.5%) than the females, but in Existential processes, the males outnumbered the females. Meanwhile, in Mental processes they were portrayed equally. The unequal distribution of the portrayal of gender has given an image that

men are considered more proper to be a model for students. This ideological representation, being realized or not, has marginalized the roles of women. This of course should become a concern for many educators. In our today's society, men and women should be proportionally positioned as human beings who have equal chances to improve and to contribute to the society.

In terms of 'doing', females were portrayed as having jobs which are related to domestic tasks, such as cooking, washing and sewing, while males were often related to public tasks such as playing football, playing guitar and learning. It seemed that females can only do domestic tasks while males can do everything they want to do. In fact, many women can play guitar or even play football and they can do their hobbies every time they want.

In terms of 'being', females were mostly portrayed as nurses, while males were depicted as teachers and doctors. The positions of women which were portrayed as nurses seemed to be lower than the men portrayed as doctors. Occupations of doctors and nurses, even practiced in the same area in hospitals, still reflect an imbalance. Nurses are lower than doctors in prestige. Nurses' job is only to take care of the patients while doctors' job is to examine the patients. This leads to the assumption that males are more proper to be doctor than females. If it is left behind as something normal, natural or acceptable without any critical discussion with the students, students will think in a distorted way that those male students can be doctors while female students cannot.

Simply put, this study has found that the three English textbooks represent gender unequally, both in terms of the number of participants and the roles of they hold. There were also gender stereotype of what women can do and what men can do. According to the findings, women were constructed to be suitable for domestic tasks while men for doing public tasks.

These three books have failed to portray the real life into learning material as a tool of instructional process because there were several things that do not fit with the real life and what the students face in their everyday life. This is inappropriate with the principles of Critical Pedagogy which explains that experience is a tool of instruction because through the experience, can students learn something themselves. This is one important point that the authors should have not forgotten when they started writing textbooks or making materials for learning.

Finally, what has been represented in the textbooks is mostly ideological. This can be considered as an effort to enforce hegemony to preserve patriarchy in Indonesian society. What is urgently needed then is a critical attitude and awareness from the teachers to continuously direct their students to keep questioning everything presented in the textbooks. Through the process of critical discussions, it is hoped that students will become more informed and aware of what happens in real life in comparison to what happens in the textbooks they read.

5.2 Suggestions

Textbooks are an important tool for the process of learning. What students see in the textbooks is what they learn and apply in their daily life. For that reason, teachers as those who interact directly with their students should make sure that the textbook they use in the classroom is good one. Critical discussions with the students become something important to do in the process of learning to screen many misleading ideology about the reality in the world.

Parents also play important roles in the learning process. It is better for parents to have a discussion with their children about what it means to be male or female, their rights and responsibility, and their equal chances in many aspects of life. Authors as educators are expected to have discussions especially about gender with teacher educators, so that gender issues can be treated together in a good way. This is in line with the principles of Critical Pedagogy which says that it is necessary to conduct discussion in order to build critical consciousness of a certain situation, in this case, gender imbalanced.

In broader sense, the researcher hope this study will give some inputs to readers and the educator that gender becomes an issues that should be solved together. The present study has shown that there are still imbalanced gender representations especially in textbooks for elementary school students. Therefore, the researcher suggests for further research to raise awareness of gender issues not only in elementary level but also in Junior High, Senior High and so forth.